DOCUMENT RESUME

ED 027 383 VT 006 746

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Pilot Training Project for Teachers of Distribution and Marketing, Focusing on Responsibilities for Career Development.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency-Minnesota State Dept. of Education, St. Paul.

Pub Date 15 Dec 67

Note-95p.

EDRS Price MF-$0.50 HC-$4.85

Descriptors-Career Planning, *Distributive Education, Distributive Education Teachers, Occupational Aspiration, Occupational Choice, *Occupational Guidance, *Teacher Education, *Teacher Workshops, *Vocational Counseling, Vocational Development

Identifiers-*Distributive Education Training Project, University of Minnesota

This pilot training project conducted during the summer of 1967 was Phase I of a two-phase training program. Phase I (ED 016 805) was conducted during the summer of 1966 and provided a group of 30 distributive education teacher-coordinators with distributive occupational experience in two business firms. The purpose of Phase II was to increase teacher effectiveness in encouraging self-exploration and developing judgement and decision-making skills in students. General approaches followed were (1) consideration of instructional content and methods appropriate to the career development of the distributive education student, and (2) group experiences designed to focus on the career and personal development of the coordinators and distributive teachers enrolled in the workshop. The instructional program was conducted within a 5-week schedule and consisted of three courses: (1) didactic instruction, 25 class hours, (2) group process, 30 class hours, and (3) integrative seminar, 35 class hours. Fiftee n graduating seniors from local schools were selected for the demonstration class. The program was evaluated through: (1) studies of behavioral and performance change during the time the teacher was enrolled in the training program, (2) the effect on the career and self-development of the participant in the demonstration class, and (3) the quality of teaching materials that were developed. (MM)

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PILOT TRAINING PROJECT

FOR TEACHERS OF DISTRIBUTION AND MARKETING

FOCUSING ON RESPONSIBILITIES FOR

CAREER DEVELOPMENT

Tennyson, W. Wesley

University of Minnesota
College of Education
Summer Session I, 1967

VT006746

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PILOT TRAINING PROJECT

for

Teachers of Distribution and Marketing

Focusing on Responsibilities for Career Development

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December 15, 1967

The Project Reported Herein Was
Supported by a Grant from the

Minnesota Department of Education,

Vocational Division

S. K. Wick, Director

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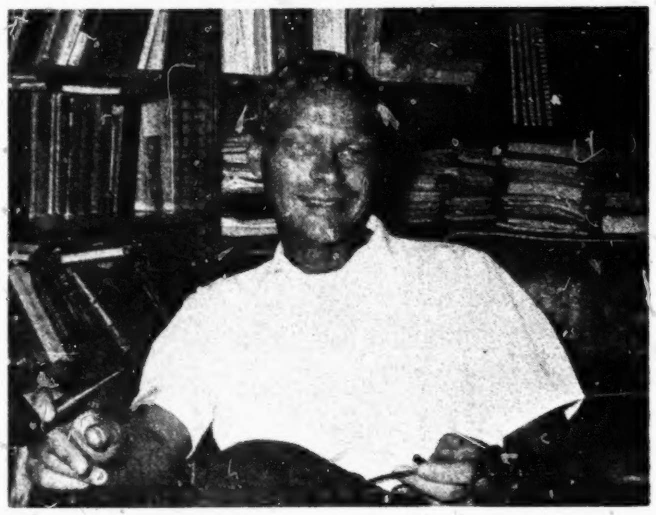
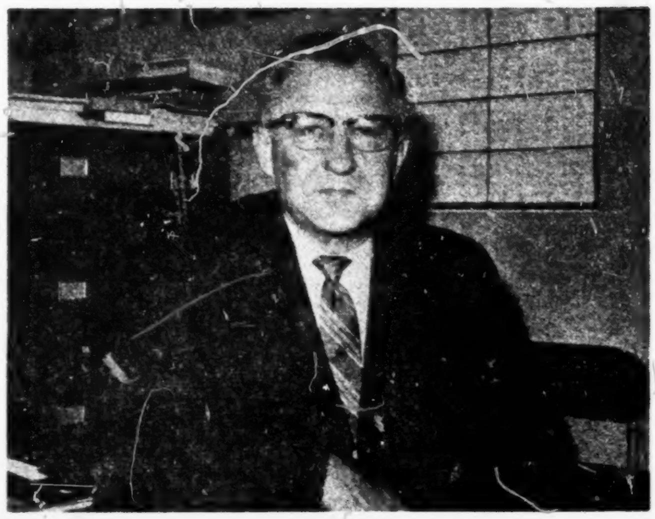
PERSONNEL

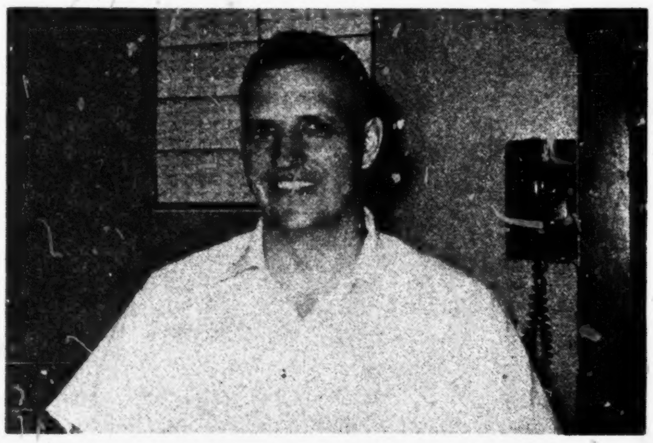


W. Wesley Tennyson, Professor of Educational Psychology, University of Minnesota; Past President of the National Vocational Guidance Association. His regular assignment at the University is in preparation of counselors and counseling psychologists. He has worked closely with the Distributive Education Department and vocational education as a reimbursed George-Barden counselor educator. Dr. Tennyson worked with Phase I of the project by assisting with the preparation of the participants in developing ways of assessing the psycho-social dimensions of occupations and consulting on guidance competencies for distributive education teachers and teacher-coordinators. He administered and co-directed the Phase II project, as well as serving as a small group leader in Ed. C.I. 135.



Warren G. Meyer, Professor of Distributive Education, University of Minnesota; President of Council for Distributive Teacher Educators. He administered Phase I of the project. In addition, he has directed a funded project to develop curriculum materials in economic education and has directed a number of distributive education workshops at the University of Minnesota. As head of the distributive education program at the University of Minnesota, he has supervised the occupational experiences of undergraduates preparing for teaching in distributive education. He served as project co-director and an instructor in EPsy 200, Integrative Seminar, assisting participants in planning, developing, and evaluating guidance related curriculum materials.

Henry Borow, Professor of Psychological Studies, University of Minnesota; President, National Vocational Guidance Association. Dr. Borow is a noted authority in the area of career development and he is editor of Man In A World At Work. As a staff member of the Counselor Education Unit at the University, he has worked closely with vocational educators and has participated in a number of recent conferences devoted to guidance in vocational education.



Alan Anderson, Assistant Professor of Educational Psychology, University of Minnesota. As a former teacher of Agricultural Education and a reimbursed George-Barden counselor educator, Dr. Anderson possesses a good understanding of the role of guidance in vocational education. He was a leader in one of the groups in Ed. C.I. 135.

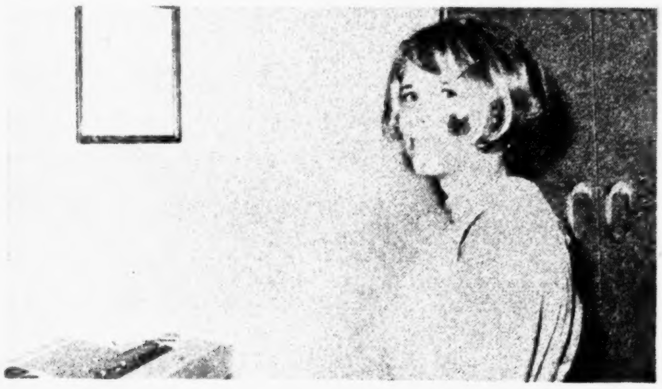
Richard D. Ashmun, Assistant Professor of Distributive Education, University of Minnesota. He has had extensive experience as a teacher and teacher-coordinator at the high school and post-high school levels in distributive education. He has participated in several workshops in distributive education and, in addition, served as an instructor in Phase I of the present project. Dr. Ashmun worked with the Integrative Seminar and assisted with planning, coordination and evaluation of the project.

Mary K. Klaurens, Assistant Professor of Distributive Education, University of Minnesota. She has had experience as a distributive education teacher-coordinator at the high school level and extensive experience in department stores and other businesses. Dr. Klaurens has participated in several workshops at the University and has worked on curriculum development projects of the distributive education department. She has served as an instructor and group leader in Phase I of the project. In addition to teaching EPsy 200, Integrative Seminar, she assisted in evaluation of the Phase II program.

Lorraine Hansen, Associate Professor of Educational Psychology, University of Minnesota. Dr. Hansen is a member of the Counselor Education staff at the University and is experienced in group work. She served as a group leader during the project.

Cliff Wiklund, Distributive Education Coordinator at Northfield, Minnesota, High School. He is an experienced distributive education teacher and has participated in several workshops at the University. Mr. Wiklund taught the demonstration class conducted in this project.

Cyril T. Hoyt, Professor of Educational Psychology, University of Minnesota. His regular assignment at the University includes teaching courses on research design and advising doctoral candidates. He was a consultant on the design and administration of evaluation and measurement for Phase I and Phase II of this project.



Gail Gildemeister, An undergraduate student in distributive education, served as a secretary for the project. She handled the workshop office, including preparation of materials, correspondence, and reports.

PARTICIPANTS AND STAFF IN THE 1967
UNIVERSITY OF MINNESOTA DISTRIBUTIVE EDUCATION TRAINING PROJECT

Left of Rail: Project Staff Members Henry Borow, Warren Meyer, Cliff Wiklund

Front Row, Left to Right: Jerome Johnson, Pine River; Al Clark, Roseville Kellogg H.S.; Clint Kasma, Hopkins; Patricia Brunsberg, Mpls. Vocational; Clyde Trickle, Bemidji; Glen McDougall, Sioux Falls, South Dakota.

Second Row: Roger Sathre, Devils Lake, North Dakota, Area-Vocational School; Harriet Shurr, Jamestown, North Dakota; Jeff Latterell, Wausau, Wisconsin Technical Institute; Shirley Grossman, Hopkins; Ellsworth Holm, Alexandria; Mary Klaurens, Project Staff; Andrew Hoiland, Bloomington Lincoln H.S.

Third Row: Daniel Grohnke, Moorhead; Cliff Helling, Robbinsdale Cooper H.S.; Don Kohns, Alexandria Area Vocational School; Richard Ashmun, Project Staff; Dave Schroeder, Robbinsdale; James Stolhanske, Hopkins; John Kobe, North Hennepin Jr. College; Richard Young, Cambridge H.S.; John Lobben, Richfield; Santo Russo, Rochester Mayo H.S.

Back Row: Edward Johnson, Eau Claire, Wisconsin Technical Institute; Ron Haar, Project Staff; Lorraine Hanson, Project Staff; Ray Bruœe, Mankato Area-Vocational School; Alan Anderson, Project Staff; Carroll Vomhof, St. Paul Park; Ken Mestad, WestSSt. Paul Sibley H.S.; Charles Mann, Wayzata; Robert Foster, Wadena H.S.

Participants in the Demonstration Class

Name	School from which graduated	Training Station
Barbara Anderson	Robbinsdale	Penney's (Brookdale)
Karl Cambronne	Washburn	Ecklund Clothing Co.
Cheri Clark	Columbia Heights	Donaldson's (Minneapolis)
Mary deWerff	Southwest	Dayton's (Minneapolis)
Cynthia Findlay	Edina	Wards (Southtown)
Bill Hansen	Marshall	Bridgeman's (Campus)
Larry Hill	Marshall	Chandler's Shoes
Nancy LaDuke	Southwest	Young Quinlan Rothschild's
Judy Line	Cooper	Wards (Robbinsdale)
Bonnie Nost	Harding	Dayton's (St. Paul)
Steve Romanko	Marshall	Dayton's (Minneapolis)
Dennis Stockdale	Edina	Donaldson's (Minneapolis)
Vicki Vipond	Kellogg	Wards (Midway)
Mark Walsh	Cooper	Sears (Brookdale)
David Weiman	Marshall	Wards (Midway)

SUMMARY OF THE PROJECT

1. Background and Rationale

Tiedeman and O'Hara in the College Entrance Examination Board monograph entitled, Career Development: Choice and Adjustment, have said, "Career development is self-development viewed in relation with choice, entry, and progress in educational and vocational pursuits." This concept suggests that there is an on-going process of personal development within the framework of the student's chosen endeavor, a process subject to influence by guidance procedures.

The "career development objective" has gained acceptance in distributive education as one of the major goals of the high school and post-high school programs. Prominent attention has been given the concept in a U.S. Office of Education publication entitled, A Study of Curriculum Development in the High School Cooperative Program, Vocational Division Bulletin No. 281. A series of articles related to the subject appeared in Business Education Forum, April 1962. These relatively recent publications stress that concern for vocational development, as one aspect of an individual's total development, offers a means for helping the young person realize his potentialities. Appropriate attention to this development through guidance and counseling within the distributive education program will serve the individual, and ultimately society, in two ways:

First, the realization of an integrated and more adequate picture on the part of the student of himself and his role in the world of distributive work. Second, the promotion of maximum incentives for achievement and personal development, particularly by associating the values of the student's studies and occupational experience with those of his vocational and personal aspirations.

Teachers of distribution and marketing are in a unique position to guide vocational development. The very nature of the distributive education program provides students an opportunity to explore and test the work world and themselves in relation to it. Experiences provided in this program will have a determining influence on the young person's future career and his development as a person. It is important to recognize, however, that merely providing a supervised work experience, although helpful in contributing to a growing richness of perceptions of the world, gives no assurance in itself that the "self" will be clarified or that wise decisions regarding a career will be made. If the teacher of distributive education is to contribute significantly to the young person's vocational development, he must learn how to draw upon the observations and stimuli provided by the occupational experience to enable the student to develop meanings about himself and the overall milieu in which he lives and will work. He must learn how to permit the needs of the individual to become an instrumental part of the learning process. The ability to do this requires not only that the teacher himself have directed occupational experiences, but that he acquire minimal guidance and counseling competencies, including a thorough understanding of career development theory and a skill in using the group process. In the preparation of teachers of distribution and marketing, all too little attention has been given to the development of these competencies.

2. Purpose

This training project, scheduled during the summer of 1967, was Phase II of a two-phase training program. Phase I, conducted during the summer of 1966, provided a group of 30 Upper Midwest distributive education teachers and teacher-coordinators with distributive occupational experience in two business firms. The purpose of that training was three-fold: (1) to explore the value of directed occupational experiences and observations in developing selected teacher competencies, (2) to contribute to instruction through updating and enriching their occupational experiences, and (3) to develop sets of occupationally oriented learning activities for preparatory and cooperative classes at high school level and for the post-high school level from the occupational experiences of the training project members.

Phase II focused upon "career development" and helping students find satisfying roles in distributive occupations. This focus directed attention to increasing teacher effectiveness in achieving an underlying goal of distributive education, that of encouraging self-exploration and developing judgment and decision-making skills in students. Since the ability to make career decisions is basically a personal factor, the guidance competency of the teacher assumes central importance. We believe that this personal factor can be exercised in a very meaningful way within the framework of the structured discipline of distributive education.

Two general approaches were followed in attempting to accomplish this overall objective. These are:

a. Consideration of Instructional Content and Methods Appropriate to the Career Development of the Distributive Education Student

Instructional content of a guidance nature was selected to augment the career development of secondary and post-high school students. Content was derived from analyses of occupations made by participants during Phase I of the project and from current study of theory and research findings related to career development and counseling. Learning activities and instructional and supervisory methods that aid students in developing needed skills, attitudes, and understandings related to their career planning and work adjustment, including personal and social competency, were developed and tried out during the course of the project. The assumption was made that instructional methods would be influenced in positive directions by insights gained from an experience in group process and sensitivity training which the teachers received. A demonstration class, composed of recent high school graduates, provided subjects for the teachers to practice human relations training as they, themselves, were experiencing it.

b. Group Experiences Designed to Focus on the Career and Personal Development of the Coordinators and Distributive Education Teachers Enrolled in the Workshop.

Distribution has been characterized by Edwin L. Nelson as being people oriented, not machine oriented, and as such human relationships are of paramount importance. When the subject to be taught involves human relationships, it soon becomes obvious that the model presented by the teacher cannot be ignored in his preparation. Teachers of distribution and marketing are themselves human beings. To be most effective in helping others with personal development, they must be secure. They must have a clear idea not only of their own values but also of the skills and abilities they possess which will enable them to do the jobs that are important to them. To the extent that the teacher of distribution understands himself in relation to his own job, and this involves understanding the job itself as a part of various social systems, he will be in a position to help his students understand themselves in relation to occupations in distribution and the world of work generally.

For the coordinator or distributive education teacher to function adequately, it is important for him to examine the philosophic purposes of the educational system and the professional discipline within which he works, the limits of behavior which will be tolerated by the business community, his own ability to tolerate differences with his own value system, and probably most crucial of all, the kind of behavior he exhibits as contrasted with the things he would like to be doing. We made the assumption throughout this project that each workshop participant is striving constantly toward a more effective teacher-learner experience. In short, he has within him the desire, which is ever growing, to achieve a more satisfying work life, and this, of course, is what he wants also for his students. Based on this assumption, the staff's efforts were directed toward providing the teacher with opportunities to recognize his needs and the effect he has on others and to test ways in which he can achieve more personal satisfaction in his work situation. Small group process was the basic method utilized in the project for accomplishing this goal. Through this process the workshop participant had an opportunity to test out his needs in a group and learn to modify his behavior and relate to others in ways which resulted in these others wanting to help him achieve his goals. Hopefully, the confidence gained from this human relations learning will provide participants with the security needed to investigate ways of modifying their programs, and it will enable them to better help their students prepare for environmental change within the business world and community. By engaging in an actual experience in group process under capable leadership it is hoped, too, that the teacher has learned ways of working with his own students in developing better human relationships.

3. Specific Goals

Various activities and experiences provided in the workshop were designed to achieve the following specific goals:

a. To implement in the distributive education curriculum values acquired from directed occupational experiences and observations in Phase I for the purpose of facilitating career development.

b. To identify additional concepts of occupational behavior and work in a changing society which should be incorporated into the distributive education curriculum.

c. To translate and implement principles and concepts of career development theory and occupational information within the distributive education curriculum.

d. To develop and try out occupational oriented learning and guidance materials and activities that aid students in their career development.

e. To demonstrate ways in which personal development can be facilitated through vocational application of instruction.

f. To teach ways of utilizing occupational stimuli provided by the supervised occupational experience for the purpose of clarifying the student's self and goals.

g. To help youngsters develop self-exploratory, judgment and decision-making skills.

h. To develop greater effectiveness in human relations and competency in human relations training.

i. To develop self-understanding, attitudes, and skills which will enable the teacher to perform more effectively in supervision and counseling.

4. Instructional Program

a. Content and Organization:

The instructional program was conducted within a five-week schedule. Three principal areas of professional study were included within this organized time period.

(1) Didactic Instruction (Educational Psychology 134) - 3 quarter credits. Twenty-five class hours of formal instruction were offered in the area of career development theory and research. This instruction was augmented by lectures on counseling theory and principles applicable to the work of the distributive education teacher. Correlated with this instruction were demonstration interviews, research, case reports, closed circuit TV observations of interviews and role-playing interview experiences. A study guide, required readings, and resource references were developed for use in this core area of workshop instruction. (See Appendix A)

(2) Group Process (Educational Curriculum and Instruction 135) 3 quarter credits. Thirty class hours were devoted to developing skill in using group process. Three small groups of 10 participants each were formed to achieve the goal of individual growth through self exploration and sensitivity training. It was assumed that each participant's own pattern of career development might provide a framework for coming to a better understanding of himself and his needs as they affect relations with others. Selected participants were given the opportunity to try out leadership skills by handling a group of youngsters in the demonstration class. These small group sessions were critiqued by staff and other participants.

(3) Integrative Seminar (Educational Psychology 200) - 3 quarter credits. Approximately 35 class hours were devoted to integration and discussion of career development and counseling and guidance theory as it relates to the distributive education program. The occupational experiences of the participants in the 1966 training program were utilized in developing methods to achieve the guidance objectives of the distributive education program. This seminar correlated timewise with the high school demonstration class in order that materials could be tried out and evaluated. Participants in the workshop worked directly with the high school students in the demonstration class.

5. Administration

The training project was conducted during the first summer session of the University of Minnesota - five weeks from June 12 to July 15, 1967. Beginning March 16, 1967, and extending through April and May, several project staff members worked with local distributive employers in developing suitable training stations and plans of experiences for students who made up the demonstration class. Fifteen graduating seniors from local schools were selected for the demonstration class. This period was used also to prepare informational materials of interest to the participants and to select replacements for those who participated in Phase I of the program and were not able to continue. Research instruments were identified and prepared during this preparatory period to evaluate the effects of the training, for both the teachers and the high school students. A post-training period from July 18 to September 15, 1967, was required to complete evaluations, and prepare a final report.

6. Evaluation

The evaluation of the training program was concerned with the achievement of the specific goals outlined under the purposes for the training project. The design, implementation and interpretation of the evaluation procedures were supervised in consultation with Dr. Cyril Hoyt, Professor of Educational Psychology at the University of Minnesota.

The program was evaluated through studies of behavioral and performance change during the time the teacher was enrolled in the training program. Later when he returned to the job the teacher was asked to report perceived effects of the training in his work. Evaluation concerned itself with the total effect of the program in contributing to the personal and professional development of the teacher. Self-report questionnaires were completed at the end of the training program, and again during the fall, 1968, after the participants had had an opportunity to draw upon their experience in their teaching situation. Changes in attitudes and behavior as the teacher progressed through the training program were assessed by means of rating scales and self-report devices. Video-tapes made at various stages of the group process were analyzed objectively to determine behavioral change.

The value of the training program in identifying content and developing learning activities were determined by the applicability and the quality of the teaching materials that were developed. The learning activities were evaluated in terms of their applicability to high school and post-high school distributive education programs, and from the standpoint of being so described and organized that teachers can direct the learning activities.

Efforts were made to determine how the program had affected the career and self-development of participants in the demonstration class. Throughout the project students in the demonstration class were asked to evaluate guidance and career development materials which were developed and employed.

Much of the process of evaluation depended upon the use of rating scales, attitude inventories, and questionnaires to elicit pre- and post- training comparisons, status reports, and follow-up information. Much depended upon judgments in addition to objective findings. A concentrated effort to evaluate the program was useful in clarifying many current questions regarding coordinator preparation.

7. Consideration by the Minnesota State Department of Education

This proposal was discussed and approved by the State Supervisor of Distributive Education, Mr. Ronald Strand; and the State Supervisor of Guidance, Mr. Reynold Erickson. Mr. S. K. Wick, State Director of Vocational Education, approved the project for funding through Vocational Education funds of the State Department of Education.

CONCLUSIONS

1. Value of Demonstration Class as a Try-Out for Materials and Methods

The concepts acquired from the occupational experiences of the participants during the previous summer were implemented in the learning activities of the demonstration class. A classroom session on how jobs satisfy needs helped the demonstration class students identify some of their own needs and recognize how their concurrent jobs met or failed to meet their expectations. Another session on attitudes helped these student-trainees analyze how attitudes affected their job performance and relationships with co-workers, employers, and customers. A panel presentation by a group of teacher participants gave the students some perspective of the variety of opportunities in the field of distribution. The information given by the panel included the psychological and social dimensions of the work situations as well as the requirements, pay, and advancement characteristics.

2. Value of Occupational Experience for Self-understanding

The occupational experience can be used to help students understand themselves and to clarify their values in a systematic way. Through classroom experience and individual counseling focusing on events in the concurrent job experience, the student becomes aware of his interests, abilities, values, and personality traits. From the evaluations of the program by the demonstration class students, and from the content of the taped counseling sessions, it was evident that students were thinking about how the job related to their self-concepts. There were obvious changes in the perceptions they had of distributive occupations and in their formulation of future plans. There was increased awareness of why people behave as they do and how "cooperation" rather than selfish competition may lead to greater benefits. Most students stated that they knew more about themselves and had formulated future plans based on their summer experience.

3. Coordinators' Increased Realization of Need for Individual Counseling

It is a difficult process for teachers to translate and implement principles and concepts of career development theory. It is probably a natural tendency for most distributive education teachers to be so concerned with developing the skills needed to perform distributive occupations that individual personal development and psychological growth are accidental or unplanned outcomes. Through the sensitivity training and analysis of student problems in the counseling tape critique sessions, teachers became more conscious of the need for individual counseling and exploration of work-related values. Follow-up reports indicated that teachers were spending more time in individual counseling of student-trainees.

4. The "Life-Career" Game as a Teaching-learning Device

One of the learning activities which the demonstration class seemed to become most involved in was the Life-Career Game. Without the extrinsic "grade-credit" stimulus that sometimes operates in the traditional classroom, these students responded to learning situations according to their interests. Discussions of problems they were experiencing received their attention. Lecture and discussion of abstract ideas not tied to their experiences and realized needs did not reach them. Video-tapes of the classes showed when the students became involved in the learning process. The learning activities must be challenging, but also must focus on the needs of students. The method used must provide for student activity.

5. Diary Sheets as a Teaching-learning Device

The use of the diary sheets, described in the section on the demonstration class, was effective in gathering relevant work-related problems for discussion in class and in the individual counseling. The content in the diary accounts revealed some important problems students encountered in their jobs and gave the teacher help in determining what should be discussed in class or in the counseling interview. A similar method, the writing of critical incidents, which was done by teachers in the 1967 training project, brought the same kinds of observations to the surface for discussion and clarification.

6. Individual and Group Discussions of Occupational Experience as a Learning-Teaching Device by High School Students

The discussion of observations and impressions that the demonstration class students derived from their occupational experiences provided opportunities for them to clarify their self-concepts and goals. This was accomplished partly in classroom discussion and also in the individual counseling sessions.

7. "T-Group" Sensitivity Training as a Teacher-Education Method

The T-Group sensitivity training given to the teacher-participants contributed to their effectiveness in human relations. The participants observed changes in their fellow group members. Self-reports by participants indicated that they felt the sensitivity training had helped them in interpersonal relations with students and fellow faculty members when they returned to school in the fall.

8. Practice Interviews with Students as a Teacher-Education Method

The teachers who participated in the training project stated that they were doing more individual counseling as a result of the training and that their interviews with students focused more on helping students explore feelings than giving advice.

9. Group Sharing of Experiences as a Teacher-Education Method

It was evident that the teachers were able to gain insight into each other's problems and successes as a result of sharing experiences in the seminar. This reinforces the fact that teachers can learn from each other in unstructured professional situations.

10. Teachers' Understanding of Self and the Needs of Others

Responses to the Self-Report Questionnaire indicated that the teacher-participants gained a better understanding of themselves, as well as a better understanding of others and the needs of other people. It was also reported that they obtained information that would be helpful in teaching.

11. Measured Changes in Teacher Characteristics

The teacher-participants tended to become more group-dependant as compared to being self-sufficient, and showed less hositility as indicated an the instruments described in another part of the report. There were no significant changes in self-attitudes or in values as measured by the instruments.

12. Reported Changes in Teacher Behavior

The follow-up letters from the participants indicated they had:

1. Increased awareness of how their own behavior was affecting students.
2. Increased sensitivity to the needs and values of individual students.
3. Used small group procedures for value clarification and personal development of students.
4. Spent more time in counseling students individually and letting the students talk rather than giving advice to them.
5. Given more attention to students' total development and viewed the student as an individual rather than as a group.
6. Used teacher-pupil planning to a greater extent and had students take more responsibility for their own learning.
7. Improved their ability to prepare lesson plans and focus on behavioral objectives.

RECOMMENDATIONS

1. Individual counseling should be provided to students in cooperative distributive education
2. Distributive education teachers should be given special training in counseling to facilitate developing student-trainee skills in self-exploration and decision making.
3. Students in cooperative education should receive help in exploring the psychological and social dimensions of work.
4. Classroom instruction which provides for maximum student participation should be used, with minimum use of lecture and abstractions that cannot be tied to occupational experiences.
5. The distributive teacher education program should provide opportunities for the teacher to become more effective in interpersonal relations. This may be achieved through sensitivity training, small-group seminars, and individual counseling.
6. There should be opportunities for in-service teachers to enroll in summer training projects periodically to supplement pre-service training and to foster continued professional and personal growth. It is necessary, however, to provide incentives to teachers, such as graduate credit, stipends, allowances for tuition, or other extrinsic rewards to encourage participation.
7. At workshops, conferences, and institutes teachers should participate in seminar discussions to share educational experiences, in order to incorporate the best of these experiences into their own teaching and into their own programs.
8. If distributive education teachers are to work together effectively in groups, that is to capitalize on group effort, they should be involved in understanding the group process and how the group process can be used to accomplish tasks.

PROCEDURE

PILOT TRAINING PROJECT FOR TEACHERS OF DISTRIBUTION AND MARKETING FOCUSING ON RESPONSIBILITIES FOR CAREER DEVELOPMENT

Schematic Outline of Instructional Schedule:

First Week (June 12 - June 16, 1967)

Monday

8:00 - 10:00	Registration and Orientation
10:00 - 12:00	Pre-testing
1:00 - 3:00	Ed. C. I. 135 - Small Group Process
3:00 - 3:30	Social (with staff)

Tuesday

8:00 - 10:00	EPsy 134 - Career Development and Counseling Theory
10:00 - 12:00	EPsy 200 - Integrative Seminar
1:00 - 3:00	Clyde Parker - Special Lecture

Wednesday

8:00 -10:00	EPsy 200 - Integrative Seminar
10:00 - 12:00	Ed. C. I. 135 - Small Group Process
1:00 - 3:00	EPsy 134 - Career Development and Counseling Theory

Thursday

8:00 - 10:00	EPsy 134 - Career Development and Counseling Theory Demonstration Class Meets
10:00 - 12:00	EPsy 200 - Integrative Seminar
1:00 - 3:00	Special Demonstration

Friday

8:00 - 9:00	Coordination (Demonstration Students)
9:00 - 10:00	Demonstration Class Meets EPsy 200 - Integrative Seminar
10:00 - 12:00	Ed. C. I. 135 - Small Group Process
1:00 - 3:00	Coordination for student assigned to participant

Second through Fifth Weeks (June 19 - July 15, 1967)

Monday

8:00 - 10:00	Demonstration Class Meets EPsy 200 - Integrative Seminar Observation (Demonstration Class)
10:00 - 12:00	Ed. C. I. 135 - Small Group Process
1:00 - 3:00	Coordination (on the job) Call on training supervisor

Tuesday

8:00 - 10:00	Demonstration Class Meets EPsy 134 - Career Development and Counseling Theory
10:00 - 12:00	EPsy 200 - Integrative Seminar
1:00 - 3:00	Special Lecture

Wednesday

8:00 - 10:00	Demonstration Class Meets EPsy 200 - Integrative Seminar Observation (Demonstration Class)
10:00 - 12:00	Ed. C. I. 135 - Small Group Process
1:00 - 3:30	Critique Sessions on Taped Interviews

Thursday

8:00 - 10:00	Demonstration Class Meets EPsy 134 - Career Development and Counseling Theory
10:00 - 12:00	EPsy 200 - Integrative Seminar
1:00 - 3:00	Special Lecture

Friday

8:00 - 10:00	Demonstration Class Meets EPsy 200 - Integrative Seminar Observation (Demonstration Class)
10:00 - 12:00	Ed. C. I. 135 - Small Group Process
1:00 - 3:00	Individual Study and Consultation with Staff (according to participants' needs)

Lecture Schedule

1:00 - 3:00

Tuesday, June 13	Dr. Clyde Parket - "Interpersonal Relationships"
Thursday, June 15	Mr. Cliff Helling - "Taped Interview Demonstration"
Tuesday, June 20	Dr. Alan Anderson - "Introduction to Small Group Process"
Thursday, June 22	Dr. Harland Samson - "Critical Requirements for Distributive Teacher Coordinators
Wednesday, June 28	Dr. Ted Lindbaum - "Transition from School to Work"
Thursday, June 29	Dr. Sidney Simon - "Values in Teaching"
Thursday, July 6	Dr. Alan Anderson - "Issues and Dilemmas in Group Work"
Tuesday, July 11	Dr. Rene Dawis - "Attitudes of Minnesota Youth Toward Employment"
Thursday, July 13	Dr. Erik Winslow - "Motivation to Work"

Selection of Participants

Participants selected for Phase I of the program were requested to commit themselves to a two-summer training program. In replacing the few who did not return for Phase II of the program for various reasons, criteria used in making selections for the 1966 training program were again employed. Selection of replacements were made in keeping with an earlier stratification by high school and post-high school program levels. There was a ratio of approximately two high school participants to one post-high school participant. A total of 28 teachers were enrolled in the training program.

Those enrolled in Phase I of the project were automatically eligible for enrollment in Phase II. Participants who were selected as replacements 1) were employed as teachers or teacher-coordinators of distributive education in public schools at the high school or post-high school level; 2) had indicated an interest in and a willingness to participate in the development of curriculum materials of a guidance and occupational adjustment nature; 3) showed evidence of an interest and need for guidance oriented and career development study: and 4) were recommended by the State Supervisor or Teacher Educator of Distributive Education.

Integrative Seminar

The participants met in groups of ten two hours a day to discuss the concepts taken from the lecture series and their application to instruction in distributive education. Each group planned five demonstration lessons which were presented in the demonstration class by one or two members of the group. When a group was responsible for a demonstration, those who were not teaching observed the demonstration. Some of the demonstrations were video taped for viewing and discussion of outcomes at a later time.

In the seminar sessions participants were given instruction in the "derivation of educational objectives" and "how to write a lesson plan." After discussion of the problems the demonstration class members were encountering in their occupational experience, the seminar groups wrote instructional objectives for the demonstration class and developed learning activities aimed at the objectives. (See Appendix D)

Part of the seminar time was used for planning counseling interviews with the demonstration class students and discussion of the progress of problems of individual students. Participants were also encouraged to discuss problems they had in their own programs and to draw on the experiences of members of the group.

It was intended that the seminar groups would be able to take the concepts and theories presented in the lecture series and implement them in the curriculum. To some extent this was achieved, however, not enough time was planned for this activity. Teacher participants still find it difficult to develop learning activities and plan instruction which achieves the level of vocational development that would be desired from exploratory occupational experiences combined with classroom instruction.

As a starting point for planning classroom instruction and the kinds of problems that could be explored in individual counseling, the teacher-participants in one of the seminar groups used an outline of "Outcomes of Exploratory Behavior." The outline was taken from a chapter by Jean Pierre Jordaan in the College Entrance Examination Board Research Monograph No. 4, _Career Development_: _Self-concept Theory_. These desired outcomes are outlined on the following page:

THE OUTCOMES OF EXPLORATORY BEHAVIOR

1. Increased self-knowledge
    - a. more realistic appraisal of his interests, abilities, values, and personality traits
    - b. more realistic appraisal of his strengths and shortcomings
    - c. increased understanding of why he behaves, feels, and thinks as he does
    - d. greater awareness of how he resembles, or differs from, others

2. Increased ability to relate this new knowledge to future objectives.

3. Increased and more specific knowledge of
    - a. occupational possibilities: their availability, character, requirements
    - b. expectations of persons who occupy a significant place in his life: parents, friends, peer group, teachers, employer, and so forth
    - c. adult mores and expectations
    - d. obstacles he may have to overcome to achieve his objectives
    - e. his preferred occupation

4. Changes in the way he perceives himself
    - a. a more realistic self concept
    - b. a clearer and better differentiated self concept
    - c. a more integrated self concept
    - d. an expanded self concept
    - e. greater confidence in his self concept
    - f. a clearer sense of identity

5. Changes in his interests, values, goals, concept of success.

6. Decision to continue with or abandon a course of study, preference, occupation, or course of action.

7. Changes in the way in which he handles his problems or his relationships with people.

8. Greater awareness of the ways in which people and occupations resemble or differ from one another.

9. Greater differentiation of interests and abilities.

10. Seeing significance in something which previously had little or a different meaning to him.

11. Change to a vocational or educational objective which is more in line with his interests, abilities, values, personality, self concept, and financial means.

12. Clearer understanding of the bases on which certain decisions which are confronting him should be made.

13. Confirmation or rejection of a previously held belief: about himself, others, or some aspect of his environment.

14. Increased awareness of the choices and decisions which are, or will shortly be, confronting him.

15. Formulation or implementation, or both, of plans for attaining his objectives, or for self-development.

16. Formulation and implementation of plans for further exploration.

17. Clearer formulation of objectives.

18. Increased confidence in, or commitment to, his objectives.

19. More realistic plans for achieving the goals he has set for himself.

20. More specific plans for achieving his objectives.

SOURCE: Career Development: Self-Concept Theory by Donald E. Super, Reuben Starishevsky, and Norman Matlin, Jean Pierre Jordaan, New York: College Entrance Examination Board, 1963.

Demonstration Class

Fifteen high school students, 12 seniors who had recently graduated and 3 juniors who were entering distributive education the following September, were enrolled in the demonstration class, which met from 8 to 10 a.m. for four weeks. These students were placed in distributive jobs at the beginning of the project, and two teacher-participants were assigned to counsel each of the students and to coordinate their on-the-job training.

The instruction in the demonstration class focused primarily on career development and occupational adjustment competencies. On Tuesdays and Thursdays, the demonstration class teacher was in charge of instruction and salesmanship was taught. Teacher-participants in the project prepared and presented the lessons on Mondays, Wednesdays, and Fridays.

The following lessons were developed and presented:

1. Attitudes and the worker.
2. Exploring human behavior
3. Understanding human behavior -- a model.
4. Application of behavior model to self
5. Application of behavior model to a selling situation
6. Career decision-making using Life Career Game
7. Educational Planning
8. Occupational Information -- Job descriptions
9. Job satisfactions and needs
10. How employers evaluate job performance
11. Preventing retail losses
12. Salesmanship evaluation
13. Salesmanship principles and attitudes
14. Self-Evaluation

Part of the demonstration class time was used for the discussion of experiences the students reported happening in their jobs. The students kept a diary in which they recorded these experiences. The following questions were used to focus their attention on "Value-laden" observations. The objective was to help students explore and clarify work-related values.

Diary Topics

Each day write a one to two-page report of your experiences on the job. The questions below suggest the kinds of things you can write about. But, do not feel that you must limit your report to these questions if there is something else you would prefer to write about. The reports will be collected daily and will be used as a basis for discussion. The writer of course will not be identified if his report is discussed. You can probably write on one or two questions, and you can choose the ones that seem to relate to things that happen that day. Briefly describe the situation and the reasons for your feelings.

1. What did you do in your work that was enjoyable or satisfying?
2. What did you do today which made you feel proud? Why?
3. What problems did you encounter?
4. What new task did you learn to perform?
5. What happened that made you feel uncomfortable or unhappy?
6. Whom did you meet that impressed you favorably? Why? or unfavorably? Why?
7. What criticisms did you receive and how did you respond to them?
8. What compliments were your given and what did they mean to you?
9. What did you do that seemed to be effective or ineffective in your relationship with your supervisor, co-workers, or customers?
10. Describe a difficult sales situation you encountered and how you handled it.
11. What questions did you ask your supervisor or what questions would you have liked to ask?
12. How do you think you might need to change to succeed in this career field?
13. What happened that made you feel you would (or would not) like selling as a lifetime career?
14. Describe the people in your work group. What satisfactions do they get? What kinds of lives do they live? Are there any "Apple polishers," "eager-beavers," "loafers," "Agitators." etc.?
15. In what ways have you compromised to comply with rules or expectations of others?

Educational Psychology 134

Career Development and Counseling Theory

This was presented in a series of lectures by Dr. Henry Borow, Professor of Educational Psychology at the University of Minnesota and author of the book Man in a World at Work. In addition to this text, the participants read from The Work of the Counselor by Leona Tyler and Vocational Guidance and Career Development by Herman Peters and James C. Hansen.[1]

The following general areas of relevant knowledge were explored:

1. Work and its meaning in an age of affluence
2. The economic rewards vs. the psychological reward of work
3. Dilemna of achieving economic efficiency in production of goods and services without destroying psychological rewards of work
4. Examining why man works
5. The nature of unemployment and characteristics of the unemployed
6. Increasing tendency for women to have careers
7. Vocational developmental tasks and counseling needs of youth
8. Contrast between ego-involving jobs and society-maintaining jobs
9. Training people for occupational change and to be productive in a number of jobs
10. The increased amount of leisure time and need to continue learning after entering occupational life
11. Counseling as a professional face-to-face relationship focusing on students growth in self-understanding, planfulness, and decisions-making skills, basically a learning situation utilizing the interview in which the counselor helps student to assume responsibility for his own behavior

The participants were given an opportunity to ask questions and to discuss techniques that could be applied to counseling student-trainees in job-related problems.

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[1] The study guide for Man In a World at Work and the readings in Vocational Guidance and Career Development are shown in Appendix A.

Tape Critique Sessions

Each participant had several counseling interviews with a student-trainee in the demonstration class. These interviews were taped and played back in small groups. Four hours a week or a total of sixteen hours were devoted to listening to the tapes and discussing the techniques used by the counselor.

The objective was to improve the counseling skill of the coordinators. Dr. Henry Borow with the assistance of two trained counselors, Mr. Cliff Helling and Mr. Clinton Kasma, supervised the critique sessions. The coordinators became aware of how much teaching they had been doing in their counseling and most of them were able to modify their behavior in the counseling situation after hearing the comments and suggestions made by the counseling supervisors.

Lecture Series

A series of lectures by specialists in related subject matter areas was conducted to explore the application of relevant theories to career development in distributive education. Following a one-hour lecture, the participants asked questions of the speaker and discussed the related problems encountered in teaching and guidance of distributive education students.

Dr. Alan Anderson, Assistant Professor of Educational Psychology, University of Minnesota

One of the objectives of this training project was to help the teacher-participants to develop self-understanding and skill in human relations.

Orientation to small group human relations training was the purpose of Dr. Anderson's talk. He explained the objectives of the small groups so participants would know what to expect from this experience. The objectives are to improve self-understanding, understanding of others, and facilitate interaction in a group situation. Participants should learn to utilize the resources of all the members in the group. Communication skills, perception skills, and sensitivity skills should add to the teacher-coordinator's ability to perform his job.

An informal discussion of apprehensions, expectations, and misconceptions helped participants perceive how the human relations training would help them personally. Through the discussion Dr. Anderson instilled the confidence of the group -n him and in the experiences that were to follow. The participants then formed small groups for the initial experience.

Dr. Clyde Parker, Head of Counselor
Education Program, University of Minnesota

One of the objectives of the training project was to help teachers understand the needs of their students and to think in terms of the total development of students as a part of vocational education.

The general subject of Dr. Parker's talk was "What makes Sammy Run" to "help participants run their own lives better and to help them help others to run their lives better."

The first thing we need to realize is that what appears on the outside does not truly reveal what is on the inside. What appears on the surface may be different than what is happening within an individual. He illustrated how competitive individuals tend to be by having three people bid on nickels. They failed to see that if no one bid more than 1 cent, together they could buy more nickels. Their "greediness" to accumulate nickels for themselves blinded perception of what could be gained by cooperating. People are more oriented toward acquiring for themselves than sharing and cooperating.

We channel children's behavior by systems of rewards and punishment. We need to realize that any "give and take" situation can be most useful to us if it is useful to others. Our society is "acquisition" oriented; we fail to see how we benefit personally from sharing.

Differences in people spring out of experiences which they have had. Our lives are geared to manipulating society to get what we want. Does the competition model serve our need to survive?

Is it possible for individuals to behave openly and honestly? Is it possible to create a society where we can elicit a tendency to be cooperative rather than competitive? The most important thing in life is to develop one's own resources so he can make the greatest contribution to society. To the degree that one can enter into an open, cooperative relationship with others, that goal can be accomplished. Group training should foster a cooperative relationship in which individuals learn to be more honest.

Dr. Harlan Samson, Teacher Educator of
Distributive Education, University of Wisconsin

One of the underlying assumptions of this project was that teacher-learner relationships were critical to the teaching-learning process. The purpose of Dr. Samson's talk was to illustrate how teacher behaviors affected the vocational and personal development of student-learners.

"The Critical Requirements for Distributive Education Teacher Coordinators" was the topic of Dr. Samson's talk. After identifying the objectives of distributive education and establishing the vocational intent of the instruction, Dr. Samson explained the method used to derive the critical requirements. Critical incidents reported by training sponsors, students, faculty members, and administrators were classified into six areas of teacher behavior.

I. Student Control
II. Direction of Club Program
III. Administration and Organization
IV. Instructional Activities
V. Coordination
VI. Personal and Professional Relations

About the same number of incidents were found in each category, except there were at least twice as many in the category of instructional activities. From the six categories, 127 critical requirements were identified. Five reports of a similar character was considered a critical requirement.

Other teachers in the schools seemed to be poorly informed on what the coordinator does. Students' reports were most revealing. The reports favored younger teachers, newer teachers, and teachers with more occupational experience. Behavior patterns varied greatly with personal and professional characteristics. There were significantly more effective behaviors reported from Plan B programs than for Plan C.

The one big problem seems to be communication and interpersonal relations with individual students. Dr. Samson felt teachers should spend more time in counseling individual students. Students are also greatly affected by classroom management.

The participants were given copies of the critical requirements identified in the study, and specific teacher behaviors reported by the observers were described. (See Appendix E).

From Dr. Samson's remarks one could conclude that the coordinator's sensitivity to the needs of students, his ability to counsel students and to provide the needed learning conditions were critical to his success as a teacher-coordinator.

Dr. Ted Lindbom, Management Consultant in the Twin Cities

Another objective of this training project was to help teachers identify the problems of youth in entering the world of work. In trying to help students achieve a satisfying work life, the teacher coordinator must have an understanding of how businessmen and employers perceive young workers.

"Transition from School to Work" was the topic assigned to Dr. Lindbom. In his work with industry in developing selection procedures and studying employee problems he found that youth were inadequately prepared for the world of work in terms of work attitudes and a realistic perception of what work is.

It is important that a beginning worker be placed in an existing climate where good work attitudes and work habits are exemplified because kids tend to pattern their behavior after models. The attitude problem is most acute at the time when the beginning worker has the least responsibility. Most young people welcome "tougher" standards for behavior.

Dr. Lindbom recommended that school and industry work more closely in helping students to think about developing work attitudes. Coordinators and teachers need to spend more time in industry, so that they can give students a better preparation for entering the world of work.

Dr. Erik Winslow, Assistant Professor of
Psychology, Western Reserve University
Cleveland, Ohio

Whereas, motivation has an important bearing on learning-training behavior it was the purpose of this lecture to give the teacher-participants some insight into the reasons occupational experience may foster or deter career development. The motivation-hygiene theory is useful in arranging appropriate occupational learning experiences related to needs of the student-trainees.

The speaker was associated with a program of research directed by Dr. Frederick Herzberg that studies job satisfaction and job dissatisfaction. The "motivation-hygiene" theory evolved from studies of the experiences of workers which were associated with changes in their job satisfaction. The principal findings from these studies were:

1. The factors which contributed to job satisfaction were different factors than those related to dissatisfaction.
2. Satisfying factors were related to the performance of the work, and dissatisfying factors were related to the environment in which the work was performed.
3. Achievement, recognition for achievement, responsibility, and the work itself were the satisfying factors.
4. Supervision, Company Policy and Administration, and Interpersonal Relations were the factors which led to dissatisfaction.
5. Satisfiers were more enduring and had greater effects on performance, effort and tenure than dissatisfiers, thus satisfiers were referred to as motivators.

Hygiene factors, such as fair pay, fringe benefits, and acceptable company policy and administration are necessary to retain employees, but improving these factors had only short-range effects on performance and effort. Induced motivation has become very expensive. In experiments with Bell Telephone Company employees, Texas Instruments Company, and others, results have indicated that productivity and job satisfaction was improved when the job was enriched by giving the employees more responsibility and challenging work activity. Individuals need to experience achievement and the consequences of achievement. Achievement leads to motivation, which leads to further achievement, etcetera.

Job simplification and attempts to help workers see the relationship of their isolated tasks to some final product, or total picture, do not motivate workers. Incentive plans do not motivate people. Comfortable human relations, while necessary, do not motivate workers. You can't motivate people by being nice to them.

Motivation comes from achievement, recognition for achievement, responsibility and intrinsic satisfaction in the doing of the work. These factors satisfy man's basic need for psychological growth.

A film was shown illustrating the job enrichment experiment at Bell Telephone Company. Participants were given opportunity to ask questions which Dr. Winslow answered.

Dr. Sidney Simon, Professor of Education
Temple University, Philadelphia

Dr. Simon is co-author of a book on Values and Teaching. He was asked to speak to this group because of the importance of values in work behavior.

The underlying principle of Dr. Simon's talk and the demonstration which followed was that teachers should help students to clarify their values through experiences in the classroom which force students to think critically about what they value. The teacher does not moralize, rather he brings issues to the surface and has the student choose what he values and affirms his choices publicly. The process of valuing is described by the following seven criteria.

1. Choosing from alternatives
2. Choosing after careful consequences of each alternative
3. Choosing freely
4. Prizing, being glad of one's choice
5. Prizing, being willing to publicly affirm one's choice
6. Acting upon one's choice, incorporating one's choice into behavior
7. Acting upon one's choice repeatedly over time.

Dr. Simon demonstrated four strategies which can be used to help students clarify values. Eight high school students participated in the demonstration.

Method 1. -- Voting. Students were asked to vote on a number of issues or to indicate their approval or disapproval on some issue. e.g. How many of you:

Have written to a senator?

Have been close to death?

Approve Johnson's policy in Viet Nam?

While these questions were not related to work values, the process could be applied to work values. The process could be adapted to questions on value issues in work situations.

Method 2. -- Ranking. Students were asked to rank peace, health, and fame in order of their importance to them. This forced the students to think about what they prized.

Method 3. -- Proud Whip. Students were asked to tell what they were proud of in a category chosen by the teacher. e.g. task they performed or something they had done for someone. The teacher might set aside one day a week as proud whip day when students are expected to state their prized actions. This starts the process of thinking about behavior of which one could be proud.

Method 4. -- Public Interview. Students volunteered to be interviewed and the teacher first asked questions which put the student at ease. Later he was asked value loaded questions which caused the student to state a position or value on something personal. e.g. What career or occupation would you like to follow? What do you like about your present job? What do you dislike, etcetera. The student may pass on any question or have the opportunity to ask the teacher the same questions. The objective again was to force the subject to examine his choices critically.

The participants in the training project were later given copies of the book Values and Teaching, (Charles E. Merrill Books, Columbus, Ohio, 1966, $2.95) so that they could examine other strategies for value clarification and apply them to their teaching in distributive education.

Twenty-one Clarifying Strategies:

1. The clarifying response
2. The value sheet
3. The value-clarifying discussion
4. Role-playing
5. The contrived incident
6. Zig-Zag lessons
7. Devil's advocate
8. Value continuums
9. Thought Sheets
10. Weekly reaction sheets

11. Open-ended questions
12. Coded student papers
13. Time diaries
14. Autobiographical questionnaires
15. Public interviews
16. Decision-making interviews
17. Voting
18. Five-minute quotes without comment
19. Student reports
20. Action projects
21. An approach to self-conception

Dr. Rene Dawis, Professor of Industrial
Psychology, University of Minnesota

The purpose of this lecture was to examine aspirations and attitudes of youth toward work. Teachers must be cognizant of the work-related values students have when they enter occupational education in order to plan learning experiences which clarify these values and provide opportunities for reality testing.

A study of "Attitudes of Minnesota Youth toward Employment" being conducted by the Industrial Relations Center at the University of Minnesota was reviewed by Dr. Dawis.

Thirty scales or attitude areas were developed on an instrument given to 5000 subjects in grades 9-12. Some of the findings of the survey were:

1. Students had a high concensus of opinion on the morality of work, the idea that work is a good thing, or that people should work.
2. The preferred working conditions were interest-absorbing work, chance to express one's own ideas, place where their opinions were valued, job where they continued to learn. Emphasis was on intrinsic rewards.
3. Subjects needed assistance in finding employment as indicated by responses to questions about getting a job. They were not informed about the sources of help.
4. Many items indicated a high degree of uncertainty in such areas as perception of employers and functions of unions.

In 1967 a follow-up study of these students will attempt to determine the relationship of attitudes to success in the labor market.

These studies are the beginning of some useful measures for predicting job success and for identifying work concepts of high school students. The findings also indicate that students in general lack realistic perception of the world of work and that there is a need for providing pre-vocational training or exploratory experiences in occupations.

Evaluation

Evaluation of the training program was concerned with the achievement of several specific goals outlined earlier in this report. The value of the program was established in part through the successful development of learning activities and materials and the determination of their applicability in a demonstration setting. The teaching materials that were developed are shown in Appendix D.

In addition, the training program was evaluated through a careful study of behavioral and attitude change during the five week period that the teachers were enrolled in the institute. This evaluation was concerned with the total effect of the program in contributing to the personal and professional development of the teachers. Standardized inventories and a subjective self-report questionnaire were administered prior to the training and again at the end of the program. The instruments employed included:

1. Cattell's 16 Personality Factor Test
2. Bills' Inventory
3. Minnesota Multiphasic Inventory
    Hostility Scale (Ho)
    Pharisaic Scale (Pv)
4. Prince's Differential Values Inventory
5. Jourard's Self-Disclosure Inventory
6. Self Report Questionnaire

Separate analyses of the data obtained from each of these instruments were made.

Cattell's 16 Personality Factor Test

After converting the pre-and post-mean scores on the 16 PF Test to stens, it was possible to describe the subjects on the dimensions surveyed (Table 1, Appendix B). The teachers closely resembled the general population. They deviated mainly in intelligence. Factor B, which describes the more intelligent as better able to think abstractly, received a mean sten score of 8 (5 and 6 average). Another slightly elevated factor was F, outgoing. The subjects might also be described as slightly more trusting, forthright and, after the institute, more group-dependent than the general public norm group. While there was a tendency for second order factors to be in the direction of low anxiety, extroversion, and subduedness (group-dependent), only subduedness after the institute deviated as much as one sten from the average.

Analysis of variance was used to test significance of change during the institute. Of the 16 factors assessed pre-and post-institute, only one scale showed a significant change at the .05 level, namely: Scale Q2, Group-dependent versus Self-sufficient. The change was in the direction of increased group dependency. Because of the nature of the institute this change was in the expected direction.

Bill's Inventory

This inventory of self-attitudes has been widely employed as a research instrument. No published norms which would be applicable to the subjects under consideration were discovered.

Results of the analysis of pre- and post-institute mean scores is reported in Table 3, Appendix B . No significant change was found.

Minnesota Multiphasic Inventory

The two MMPI scales used in this analysis were developed by Cook and Medley. They considered the scales to be measures of a person's ability to get along well with others. The criterion was teacher-pupil rapport. Initial norms were based on experienced teachers. The two scales were called Hostility (Ho) and Pharisaic (Pv). In initial norming, the Ho scale tended to be more effective for males, Pv for females, but not statistically so.

Subjects in the present study had a pre-mean MMPI 't' score of 43 on the Ho scale and 41 on the Pv scale. Post-institute, these mean scores were 40 (Ho) and 41 (Pv) respectively. While falling in the average range, these scores indicated that the subjects were in the direction of less hostility and less concern with virtue and morality than the 200 experienced teachers used in the 1954 initial norming.

Analysis of variance revealed a significant change at the .01 level on the Ho scale of the MMPI. The subjects selected the hostile items less often after their institute experience. Apparently something in the institute experience tended to reduce the subjects' reported hostility. It should be noted that some movement on the L (trusting) scale of the 16PF Test might tend to substantiate this finding. The non-significance found on the Pv scale might be related in part to the few females in the sample.

Differential Values Inventory

A traditional versus emergent rationale underlies the Differential Values Inventory. It was hypothesized that subjects in the study would become more emergent in their value as a result of the institute experience. Pre- and post comparisons subjected to analysis of variance were negative (Table 5, Appendix B). Thus the hypothesis was not substantiated.

Jourard's Self-Disclosure Inventory

The post-test produced a mean score on total self-disclosure of 232.82 as compared with a mean score of 226.53 on the pre-test; a mean increase in total disclosure of 6.29. Additional mean differences in sub-categories between pre- and post-testing appear in Table 6, Appendix B .

Analysis of variance was the technique employed to test the significance of change in self-disclosure. The "F" ratio of .847 computed for total disclosure was not significant.

Self-Report Questionnaire

This instrument was designed to solicit reactions to various aspects of the institute and its specific values. We report here only the more global effects of the institute experience upon the participants' perceptions.

One open-ended question asked the students to indicate the most important thing they got from the institute experience. Thirty-seven percent said they obtained a better understanding of themselves, twenty-nine percent indicated they obtained information that would be helpful in teaching, over 20 percent mentioned a greater awareness of others and their needs, and about 12 percent stated they gained a better understanding of guidance and its philosophy. It would appear that the institute achieved its goal of developing self-understanding and presumably greater effectiveness in human relations.

The personal effect of the institute experience upon the participants was evaluated with a series of questions. Thus:

Will the Institute prove helpful or hurtful?

Percent	
70.8	a) help my job performance very much.
29.2	b) help my job performance somewhat.
00.0	c) neither help nor hurt.
00.0	d) hurt my job performance somewhat.
	e) hurt my job performance very much.
100.0	

Has the Institute made me feel

Percent	
70.8	a) very encouraged?
25.0	b) somewhat encouraged?
00.0	c) neither encouraged nor discouraged?
4.0	d) somewhat discouraged?
00.0	e) very discouraged?
99.8	

Has the Institute made me feel

Percent	
41.6	a) much more confident?
41.6	b) somewhat more confident?
8.0	c) neither more or less confident?
8.0	d) somewhat less confident?
00.0	e) much less confident?
99.2	

Did the Institute lead to more or less self-understanding?

Percent	
37.5	a) know myself better.
63.0	b) know myself somewhat better.
00.0	c) neither helped me to know myself better or less.
	d) know myself somewhat less well.
	e) know myself considerably less well.

It is evident from these responses that the overall reaction to the training program was positive. A follow-up evaluation completed during the Fall Quarter, 1967 confirms the immediate post-institute evaluation. A sample of follow-up letters are presented in Appendix C.

APPENDIX A

REFERENCES

APPENDIX A

VOCATIONAL GUIDANCE WORKSHOP

Study Guide for Man in a World at Work

Ch. 1 (Carroll Miller)

What conditions contributed mainly to the origin of vocational guidance in the U. S.?

How have changing cultural conditions (since 1900) brought new meanings to vocational guidance?

Ch. 2 (Wrenn)

In an "industrial society, occupation is the principle determinant of social status." Meaning? In what sense is this claim true?

What meaning (value) did work have:
- a) in Ancient Greece
- b) for Luther
- c) for Calvin?

How have 20th century cultural changes brought about new meanings to work?

Why has the concept of leisure assumed new importance for the counselor?

Ch. 4 (Gross)

What is meant by "occupational inheritance?" For what occupational groups is occupational inheritance high? Distinguish between transmission of an occupation and forced inheritance of an occupation.

Define a "profession" in terms of its chief characterisitcs.

"The very society (America) that insists that all are equal also continually reassures its young that upward mobility is the right of all." What does this statement mean? Is there a contradiction or a paradox here? What dilemma does it pose for the schools and for counselors?

Identify the factors or conditions that contribute to colleagueship in an occupation?

Ch. 6 (Wilensky)

What are the psychological and social characteristics of unemployed men? That is, how does lack of work appear to be related to their psychological and social adjustment?

Does work still occupy a central place in the life of man? Argue for or against the question, citing evidence to support your position.

Ch. 7 (Wolfbein)

How have the percentages of professional and technical workers versus unskilled workers in the U. S. labor force changed between 1910 and 1960?

"Polyvalent craftsman" -- meaning?

What are the implications for counseling of current labor trends, manpower trends, and automation?

Ch. 10 (Havighurst)

What are the principle stages of vocational development? For each stage, what is the age range and what are the chief characteristics?

In general, what are the work prospects and counseling needs of: a) college-going youth; b) high school graduates; and c) high school dropouts?

Contrast ego-involving jobs and society-maintaining jobs.

Ch. 12 (Holland)

Discuss Anne Roe's work on theory of vocational choice. What is her chief hypothesis? What have research findings shown about her hypothesis?

Who have been other important contributors to vocational choice theory?

Ch. 16 (Borow)

How has research in vocational guidance been changing? In what chief respect does current research differ from traditional vocational guidance research?

What is meant by the statement that the aim of vocational guidance should be to modify the rate of vocational development?

What are some chief criticisms of theory making and research in vocational guidance up to the present time? What lines will future (vocational guidance) research probably follow?

Ch. 17 (Goldman)

How are: a) normative data; b) regression data; and c) developmental pattern data used as bases for making vocational predictions in counseling?

What is the importance of each of the following in determining the counselee's needs in the assessment process? Counseling? a) stage of vocational development; b) focal point of client's problem; c) premises.

What are the chief distincitons between the statistical and clinical methods of interpreting data in counseling? What are the advantages and limitations of each method?

Ch. 18 (Samler)

What reservations does the author have about the conventional nature and uses of occupational information?

The author proposes that, in vocational counseling, "the working world should be seen as a totality." What is meant by this statement?

In what ways should the counselee's own perceptions be considered in the process of occupational exploration?

Ch. 19 (Patterson)

What are the principal arguments which the author offers for using the client-centered approach in vocational counseling?

In the client-centered approach to vocational counseling, what is the purpose of psychological testing, when and how are tests introduced, and how are the test results used?

How is occupational information to be used in the client-centered approach to vocational counseling?

Ch. 20 (Bennett)

What are some of the purposes and advantages of group methods of vocational guidance?

How can community resources be used in group approaches to vocational guidance?

Ch. 21 (Thompson)

What is the present and future status of the placement service in the school counseling program?

The author quotes Super's research on the vocational development and counseling needs of ninth-grade boys. What does Super say about these boys as vocational counselees?

What are some major current issues in school guidance?

Ch. 22 (Gellman)

What are the sequential phases of the employment counseling program (vocational guidance process) developed by the United States Employment Service? What are the steps in the occupational choice model used by state employment services within the U.S.E.S. program?

What is meant by the "psychosocial approach to vocational guidance" found in some voluntary community welfare agencies?

Ch. 23 (DiMichael)

What are some of the assumptions, principles, and aims of the rehabilitation field?

What psychological and social attributes are generally found in persons with acquired disabilities?

What are the employment problems of the handicapped? How do employers view handicapped job applicants? What does research show about the work placement of the disabled?

Ch. 24 (Super)

Describe the status of the school counselor in America today. How many are there? According to surveys, what do they do?

What are authorities saying about broadening the concept of school counseling and the counselor's functions?

What are some of the problems, disputes, and recommendations concerning the improvement of professional standards for school counselors?

Assigned Readings from Peters and Hansen (Eds.)
Vocational Guidance and Career Development: Selected Readings

1. "Is the Work Ethic Realistic in an Age of Automation?" G.B. Childs (p.3)
2. "Work as a Public Issue" Harvey Swados (p. 13)
3. "Occupational Differences in the Value Attached to Work" Lyman (p.20)
4. "Needed: A New Relationshp between Education and Work" Venn (p. 30)
5. " Social Factors in Vocational Development" Laurence Lipsett (p. 43)
6. "Social Status and Educational and Occupational Aspiration" Sewell, Haller, and Straus, (p. 52)
7. "Changing Cultural Concepts in Women's Lives" Ruth Useem (p. 61)
8. "Automation and the Employee" Faunce, Hardin and Jacobson (p. 68)
9. "The Pattern of Leisure in Contemporary American Culture" Mead (p. 79)
10. "Toward a Theory of Occupational Choice" Eli Ginzberg (p. 93)
11. "A Theory of Vocational Development" Donald Super (p. 99)
12. "Early Determinants of Vocational Choice" Anne Roe (p. 110)
13. "A Theory of Vocational Choice" John Holland (p. 127)
14. "Occupational Choice: A Conceptual Framework" Blau, Gustad,etal (p.141)
15. "An Articulated Framework for Vocational Development" Bordin, Nachmann, and Segal (p. 156)
16. "Psycho-Social Aspects of Work: A Critique of Occupational Information" Joseph Samler (p. 175)
17. "Occupational Information in Elementary Education" Goldie Kaback (p.196)
18. "The Use of Occupational Information for the Junior High School Age Group" Blanche Paulson (p. 203)
19. "The Occupational Exploration Process: Some Operational Implications" David Pritchard (p. 249)
20. "Vocational Counseling of Adolescents: A Critical Look" Wellman (p.259)
21. "Occupational Information in the Counseling Interview" Sinick (p.276)
22. "The Roots of Careers" Robert O'Hara (p. 319)
23. "Occupational Choice of Twelve-Year-Olds" Davis, Hagen, Strouf (p. 324)
24. "Development of and Reasons for Vocational Choices of Adolescents Through the High School Years" Marvin Powell, Viola Bloom (p. 339)
25. "Career Decisions of Very Able Students" Robert Nichols (p. 368)
26. "Careers, Personality, and Adult Socialization" Becker, Strauss (p. 383)
27. "Orderly Careers and Social Participation: The Impact of Work History on Social Integration in the Middle Mass" Harold Wilensky (p. 398)
28. "The Leisure Activities of the Middle-Aged" Havighurst (p. 434)

APPENDIX B

TABLES ON EVALUATIONS

TABLE 1

PRE- AND POST-INSTITUTE MEAN STEN SCORES
FOR THE 16 PF TEST*!

FACTOR	PRE-TEST	POST-TEST
First Order		
A Reserved vs. Outgoing	7	7
B Less vs. More Intelligent	8	8
C Affected vs. Emotionally Stable	5	5
E Humble vs. Assertive	5	5
F Sober vs. Happy-go-Lucky	6	6
G Expedient vs. Conscientious	6	5
H Shy vs. Venturesome	6	6
I Tough-minded vs. Tender-minded	5	5
L Trusting vs. Suspecious	4	4
M Practical vs. Imaginative	5	5
N Forthright vs. Shrewd	4	4
O Placid vs. Apprehensive	5	5
Q_1 Conservative vs. Experimenting	5	5
Q_2 Group-dependent vs. Self-sufficient	5	4
Q_3 Undisciplined self-conflict vs. controlled	5	5
Q_4 Relaxed vs. Tense	5	5
Second Order		
Low vs. High Anxiety	4.9	4.9
Introversion vs. Extraversion	6.2	6.4
Tenderminded Emotionality vs. Alert Poise	4.9	4.9
Subduedness vs. Independence	4.2	4.0

---

* Sten-derived score developed by Cattell ranging from 1-10, with average considered 5-6

! General population males used as norm group

TABLE 2

PRE- AND POST-INSTITUTE MEAN SCORES

AND F VALUES FOR THE 16 PF TEST

FACTOR	PRE X	POST X	F VALUE
A Reserved vs. Outgoing	12.5000	12.0357	.7874
B Less vs. More Intelligent	8.1428	8.3214	.4811
C Affected vs. Emotionally Stable	16.2142	16.2142	.0000
E Humble vs. Assertive	12.9642	13.1071	.0634
F Sober vs. Happy-go-Lucky	15.9285	15.6071	.3682
G Expedient vs. Conscientious	14.4642	13.8214	1.9235
H Shy vs. Venturesome	15.3214	15.3571	.0031
I Tough-minded vs. Tender-minded	8.5000	8.4642	.0071
L Trusting vs. Suspicious	6.9642	6.1785	3.8033
M Practical vs. Imaginative	11.2142	11.5000	.2491
N Forthright vs. Shrewd	10.9642	10.5714	1.6508
O Placid vs. Apprehensive	9.1428	9.2857	.0944
Q_1 Conservative vs. Experimenting	9.7142	9.6428	.0420
Q_2 Group-dependent vs. Self-sufficient	9.2500	8.0714	6.2467*
Q_3 Undisciplined self-conflict vs. controlled	11.4285	10.8571	1.1934
Q_4 Relaxed vs. Tense	10.3214	10.4642	.0345

* Significant at .05

TABLE 3

PRE- AND POST-INSTITUTE MEAN SCORES AND F VALUES FOR BILL'S INVENTORY

FACTOR	PRE X	POST X	F VALUE
D Perceived vs. Idealized Self	85.8571	88.1071	.9985
AH Attitude Toward Self	175.3214	173.7857	.1945

TABLE 4

PRE- AND POST-INSTITUTE MEAN SCORES AND F VALUES FOR THE Ho AND P_v SCALES OF THE MMPI

FACTOR	PRE X	POST X	F VALUE
Ho Hostility	13.8571	12.1071	9.0705**
Pv Pharisaic	13.4642	13.3928	.0087

** Significant at .01

TABLE 5

PRE- AND POST-INSTITUTE MEAN SCORES AND F VALUES FOR THE DIFFERENTIAL VALUES INVENTORY

FACTOR	PRE X	POST X	F VALUE
Traditional - Emergent continuum	29.64	27.82	2.596

TABLE 6

PRE-AND POST-INSTITUTE MEAN SCORES AND F VALUES FOR THE SELF_DISCLOSURE INVENTORY

FACTOR	PRE X	POST X	F VALUE
Attitudes and opinions	53.75	51.18	
Tastes and Interests	45.68	47.07	
Work and Studies	51.96	50.07	
Personality	25.29	29.04	
Money	26.85	30.71	
Body	23.00	24.64	
Total Disclosure	226.53	232.92	.847

APPEHDIX C

SAMPLE FOLLOW-UP LETTERS

SAMPLE LETTER FROM PARTICIPANT - 3 MONTHS LATER

(Body of the letter)

This summer's project has proved beneficial to me in the following ways:

I. Though I have not made any drastic changes in the methods I use in counseling students I have used the suggestions brought forth in our taping critiques which have given me more confidence and thus I feel I am more effective in the regard. I find myself guiding the interview instead, as before, leading it to a predetermined conclusion.

II. In terms of classroom contact with the students I have, because of the group discussions and listening th the guest lecturer during the project, attempted to present more "values" teaching to the student. I have also made more of an attempt not to impose my values upon the students but to be concerned with their clarifying and defining their own values.

III. The sensitivity training has made me more aware of how I present myself to others as well as of my own awareness of them as individuals. I feel, specifically, that I have gained a greater awareness of individual differences between each student and try to treat them accordingly.

IV. I have already used many of the new ideas presented in the project on job adjustment and worker motivation in my teaching and in my individual counseling with students who are presently on the job and with those who are seeking employment or considering changing jobs. These ideas have also helped me when I am working with the student on their future plans regarding their education.

SAMPLE LETTER # 2

Perhaps I could better answer your request concerning the benefits of this Summer Institute at the end of the year. However, at the present time I can list several benefits. These would include:

1. A better awareness of the need for interpersonal sensitivity
2. A personal desire to really know and understand the problems and needs of the students.
3. An improved understanding of my personal goals and a deeper insight and acceptance of personal strengths and shortcomings.

The implementation of these insights, desires, and understandings relative to instructional methods will include:

1. The seeking of "feedback" from students regarding content, methods, and class activities and projects. (Through written and oral evaluations)
2. More frequent personal talks with students regarding their goals, attitudes, problems. (Through a scheduled and "open door" plan)
3. The continual improvement of internship experiences through which students and training sponsors can best explore all aspects of career development. (Through weekly learning activities plan)
4. The strengthening of the lines of communication between Marketing Instructors, Related Subjects Instructors, Counselors, and Administrators relative to the career requirements and goals of students (Through weekly department meetings and instructor/administrator contacts)

SAMPLE LETTER # 3

I sincerely wish to thank you and the entire staff for allowing me to participate in the summer workshop. I feel that the experiences I acquired are just starting to show their potential values. As we proceed further into the school year, I become increasingly aware of how this workshop has saved me from "floundering" in my attempt at developing an effective program. I have obtained countless ideas from the content presented, the participants, and my own self re-evaluation. In essence, the workshop made me evaluate my own philosophy thereby clarifying my intended objectives. It has planted such seeds as concern for career development throughout the program (not just in one unit), a higher degree of sensitivity towards others and their needs, and a better understanding of myself.

I cannot help but link the benefits of the session to those found in our cooperative programs. Just as our students have the opportunity to explore a job while under guidance thereby making a much sounder career choice and saving themselves a year or more in attempting to understand themselves, so has this workshop helped me. I cannot help but feel that although well prepared in my undergraduate work, I would have spent the first couple of years learning what the workshop planted in five weeks.

Prehaps the biggest impact noticed so far is how my concern for self understanding and individual development has heightened. I've made every attempt that I can think of to make the students feel at home and proud of being in our program. Likewise, I am trying to offer every individual some channel to excell or express himself in. This way he can find his satisfaction and I will have the tool with which to work with him in self-analysis and improvement. Already I have noticed changes in students. Some parents and administrators can't believe that some of these students are the same people. An example: one boy was suspended for smoking again as in the past. We sat down and discussed the situation and also his attendance problem. Since that time, this student has not caused anyone the least bit of trouble and has had nominal absences. The reason for this? Solely because the student decided for himself that he wanted to change. He made his own decision and I just helped him channel and clarify his own thoughts.

2

Our entire class is conscious of the others, and even the personality conflicts which will always occur in a class are being resolved by the class itself. They are working and helping each other. This I feel is a result of my own self-analysis. I've reached a philosophy of trying to make the class enjoyable and meaningful. I feel that an excellent means for this is to use teacher-student planning and control.

At the beginning of the year we went into a six week formal unit on career development. In this unit we did such things as autobiographies, personality, ideal jobs, career choices, and so on. All of this I am sure is common. What might be different and interesting is the approach we used in studying careers. After career development and pattern topics were discussed we proceeded to take the Kuder Test (with cautions of what the results mean). We then scored, charted, and analyzed our interest areas. Then we broke into ten interest area groups and according to our highest area we buzzed on distributive jobs. We then did this for our second highest areas, third highest , and so on. The jobs were turned in and fifteen selected to be used in a "What's My Line?" panel. Everyone was involved and in this way interest was held and occupations studied. Also, I have been concerned with motivation and clarification of values. Again, not as any one unit but throughout all.

In closing, I sincerely feel that the workshop was a tremendous success. I feel that I benefitted immensely and will be continually finding new values as time goes on.

APPENDIX D

LESSON PLANS

Developed by Teachers Enrolled in
The Pilot Training Project Focusing
on Responsibilities for Career Development

UNIT: ATTITUDES AND THE WORKER

GENERAL TOPIC: Comprehend how attitudes affect the worker and his job.

OBJECTIVES: As a result of this lesson, the student should be able to:

1. Define the term attitude
2. Understand how attitudes affect personality.
3. Recognize the effect of attitudes and their application to everyday living.
4. Comprehend the effect of attitudes on performance of a distributive job.
5. Examine his own attitudes in terms of the effect they have on others - co-workers, employers, customers.
6. Plan for a needed change.

TIME REQUIRED: One class period

MATERIALS REQUIRED:	Chalkboard	Overhead projector
	Felt pens	Transparencies
	Art paper	

REFERENCES: Chapman, E. N., Your Attitude is Changing. Chicago, Illinois; Science Research Associates, Incorporated, 1966, pp. 1-217.

Personality and Job Success, University of Minnesota, Personality Unit for EdCI 160, 1967, p.A-8 and A-9.

CONTENT	LEARNING ACTIVITIES
1. Definition of the term ATTITUDES.	Have students give their own definitions before writing the definition on the chalkboard.
A. An attitude is the way you look at things mentally.	
B. Emphasize the words: you look mentally	
C. Since an attitude is mental you can control and change it with your thinking.	
2. Understand how attitudes affect personality.	Use Case Problem A found on Activity Shee # 1.
A. Discuss the various attitudes portrayed by the students. (NOTE: perhaps the students have seen these attitudes on the job.)	Role play the case problem Student discussion of case problem from the viewpoint of how you judge the personality because of a poor attitude. (Option: use case problem B for positive attitude)
B. Relate these attitudes to their personality.	

3. Recognize the effect of attitudes and their application to everyday living A. Instructor will explain the use of amoebas to portray attitudes with the overhead projector. B. Instructor will depict attitudes discussed by the students.	Introduce amoebas by using Activity Sheet # 2. Student discussion of amoebas as they relate to attitudes.
4. Comprehend the effect of attitudes on performance of a distributive job. A. Identify different types of attitudes B. Analyze causes of attitudes C. Analyze the relationship of attitudes to problems and performance.	Pass out an individual statement to each student from Activity Sheet #3. Students will use the art paper and felt pens to depict their assigned attitude. Students will hold up their drawings and the rest of the class will comment on the attitude the student has drawn. Class discusssion on attitudes observed at work.
5. Examine his own attitudes in terms of the effect they have on others - co-workers, employers, customers. A. Older people B. Work habits	Individual assignment: students will write out the attitudes they have in dealing with co-workers, employers, and customers.
6. Plan for a needed change. A. Reason for change B. Hopeful outcomes of change. C. Summarize the effect of attitudes on your behavior with Activity Sheet # 4.	Students should write attitudes they have that they feel should be improved. Hand out Activity Sheet # 4. Dynamics of Negative (positive) Attitudes.

Case Problem A

Joe Says to Fake It

When Joe met his buddy Harry on the way home from school, they decided to stop for a Coke. While they were talking, Joe told Harry that in his opinion people are easy to fool. He said, "Take this thing, attitude, that people talk so much about. I say you can be negative, real negative, about something, but you can keep it from showing without much trouble. And I think a positive attitude is easy to fake. All you have to do is smile and act friendly. It's just an act. Anybody can turn an attitude on and off like a faucet. When you're looking for a job, just turn on the positive attitude and you've got it made."

"I can't buy that," HHarry replied. "I think your real attitude shows through. People aren't as dumb as that."

Do you agree with Joe or Harry?

Case Problem B

Barbara Wins the Job

Barbara very much wanted a part-time job. She wanted some new clothes and spending money. When she heard the local movie theater was looking for a new usher to work in the evenings, she was excited. She dressed up to look her very best and went for an interview. When the manager asked her if she had ever had a job before, she replied in a pleasant but firm voice, "No sir, but I am a good worker and you can depend on me. I will come to work on time, and I will follow your directions and please your customers."

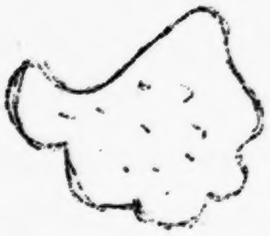
Barbara knew that other girls (prettier than she) were also seeking jobs, so you can imagine how pleased she was when the manager called and asked her to come to work.

Why might the manager have hired Barbara instead of one of the other girls?

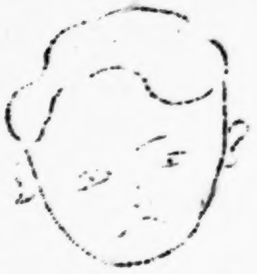
ACTIVITY SHEET # 2

USING THE AMOEBA TO SHOW ATTITUDES

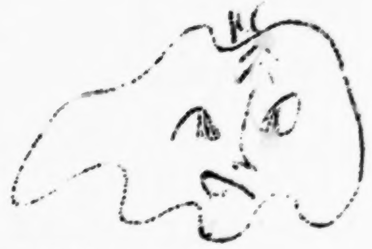
The Amoeba - always changing shape and size



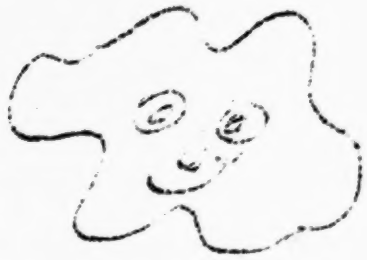
Negative attitudes could be shown by a person's face, like:



But by using the amoeba you can show him like this:

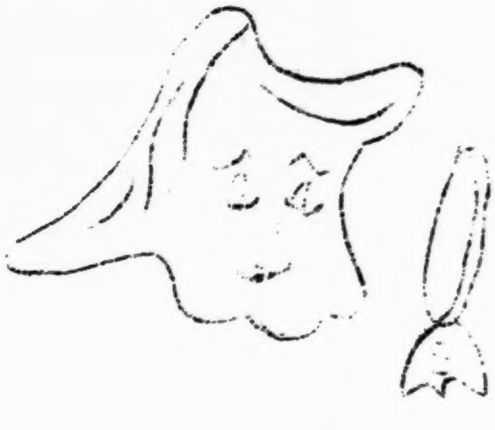


or a happy person like this:

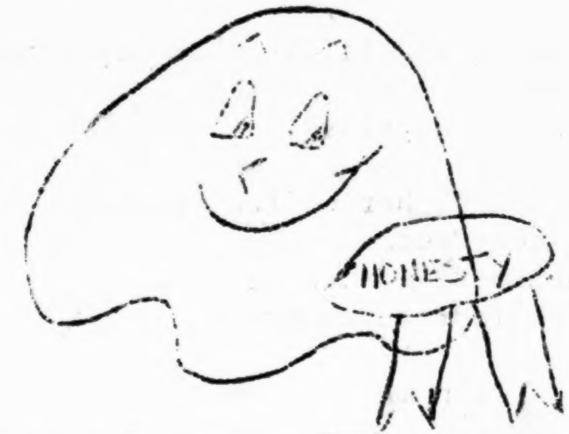


Amoebas can be used to show attitudes from the way you look at things mentally. For example:

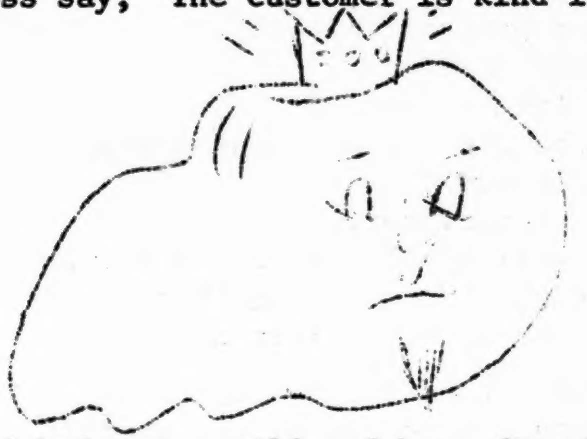
"Does she look nice and neat today." This could be pictured as:



Another example could be, "Employers are interest in your record of honesty in school."



Or you may hear your boss say, "The customer is kind in our store."



Remember, let your imagination run wild and have fun when you draw the different attitudes we will talk about.

ACTIVITY SHEET # 3

ATTITUDE STATEMENTS

1. The regional vice-president is visiting our department today.
2. A store meeting tonight?
3. Fill out the whole application blank!
4. How many sales did you make?
5. She only takes ten minutes on her coffee break.
6. We are not going to be busy today.
7. I prefer to wait on customers my own age.
8. I don't like to wait on older customers.
9. May I help you?
10. I am always wide awake at 3 p.m.

11. I am the top salesman in my department
12. I always dress neat on the job.
13. What, no charge card?
14. I don't feel like it today.
15. Who wants to be the top salesman anyway.
16. Boy, is my boss dumb!
17. Here comes my supervisor.
18. I just can't sell until I have had a cup of coffee.
19. I wonder what she is returning this time?
20. But boss, I have a date Friday night.

21. I am sorry, it's time for my lunch.
22. What do you mean, my dress is too short?
23. Who wants to dust and straighten stock?
24. I like to visit with people at work.
25. I am cut out for a supervisor's job.
26. There is a party after work.
27. How do I get to be Vice President.
28. Sure was a wild party last night.
29. That's my customer.
30. You straighten the merchandise, I'll sell.

31. I like to have my friends visit me on the job.
32. Tomorrow is another day.
33. It's his turn to sweep the floor.
34. I have never been late to work.
35. Five minutes until quitting time.
36. Yes, I know how to suggestion sell.
37. You can wait on her.
38. I just forgot to close the sale.
39. My feet hurt.
40. Do I have to work in that department?

41. I go to the hairdresser tomorrow.
42. Whe has got bad breath.
43. Saturday is a sale day again.
44. What's in it for me?
45. Who's excited.

UNIT: EXPLORING HUMAN BEHAVIOR

OBJECTIVES:
- I. Understand human behavior (self and others)
  - A. Comprehend the eight basic wants
  - B. Awareness of nine learned secondary wants
- II. Be able to solve H. R. Problem
  - A. Analyze H. R. Situations
  - B. Apply the behavior model (self and others)
  - C.
    1. Basic and secondary wants (motivation)
    2. Understand goals
    3. Understand obstacles to goal achievement
    4. Understand anxiety as a mover to motivation
    5. Understand three reactions to anxiety

MATERIALS REQUIRED:
- References and text materials - Ruch Psychology and Life
- Audio-visual aids
- Work materials - Chalk board

CONTENT

1. Review motivation
   - Drives are what move us.
     - Basic and secondary wants
2. Goals
   - A. All motivation is goal directed
     - Give examples (personal things)
   - B. Goals depend on where you set your ability
     1. Level of aspiration
     2. Ego determines what level of aspiration you seek. Ego (what you think you are not what you really are.)
     3. Examples: What do you want in life?
3. Barriers and Frustration
   - A. When we hit barriers we get frustrated.
   - B. What are the three main catagories that these barriers fall into.
     1. Environmental
        - a. Earthquakes - tornadoes - floods
        - b. Pen that won't write
        - C. Social obstacles (most serious)
     2. Personal
        - a. Some limitation real or imagined
        - b. Depends on self-understanding and level of aspiration degree of frustration - realistic? Ex: Track runner - movie star.
     3. Conflict frustration
        - Conflicts in your world.
        - Example:
          1. Dentist
          2. Get married/finish school
          3. Don't want work - don't want to lose job.
          4. Pretty girl - bad breath
4. Anxiety
   - A. It occurs when we hit a barrier - (in our own mind or a real one)
   - B. It's generally good as it moves us to further action.
   - C. It occurs because our egos are threatened.
   - D. Describe and ask them to describe

5. Defense
    - A. We must explain why we didn't make our goals
    - B. We defend ourselves - it is normal unless carried to point of being obvious.
    - C. Three general areas of defense
        - 1. Withdrawal (diagram)
            - a. Daydream
            - b. Regression - return to an earlier, happier time
                - Ex: bedwetting
                  thumbsucking
                  childish ways - tantrums, etc.
        - 2. Agressive (attack the barrier or a symbol of his problem)
          Scapegoating
            - Ex: Hard day at office
              Wife - kid - dog
              Army - Jody
              Kick door or table
        - 3. Compromise (lowering of goals or acceptance of substitute goals
            - A. Compensation - an attempt to disguise a weak trait by emphasizing desirable one.
                - Ex: Homely - good marks
            - B. Rationalization
                - 1. Sour grapes
                    - Ex: Fox and the grapes
                - 2. Sweet lemon
                    - Ex: Happiness lies not in doing what you like but in liking what you do.

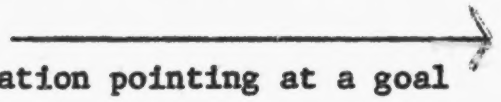
Analyze some problems

Boy in amusement park trying to ring the bell but can't -- says, "Those things are rigged."

ACTIVITY SHEET # 4

1. **Motivation**

   * Basic and Secondary Needs

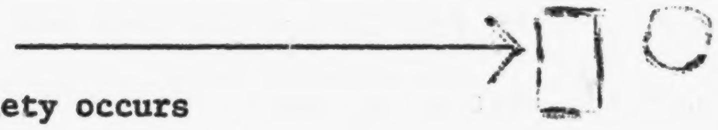


2. **Motivation pointing at a goal**

   * Motivated behavior always points at a goal. The goal is determined by your ego and level of aspiration.

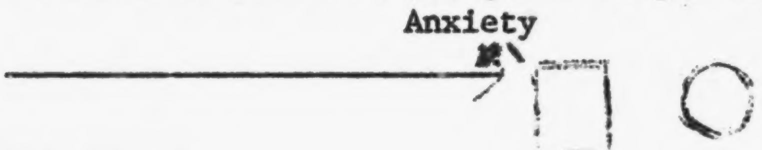
3. **Motivation meeting an obstacle**

   * A motivated drive often does not reach its goal because of a barrier



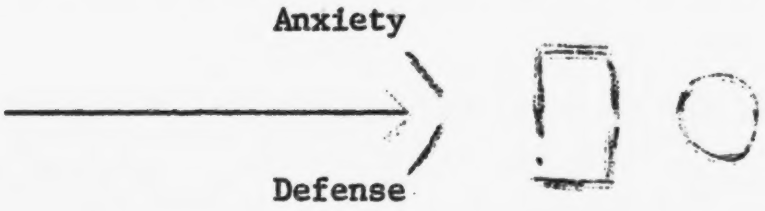
4. **Anxiety occurs**

   * When we can't reach our goals we get frustrated and anxious.



5. **Defense occurs**

   * We often defend ourselves (ego) when we fail to reach our goals.



ACTIVITY SHEET # 5

John had been going with Marci for almost three weeks now and was sure this was true love. John was only 4 feet 9 inches tall but weighted 84 pounds and wore size "small man" suits. Of this fact he was proud. They were real swingers and had lots of fun together. One day, at the beach, they were listening to Lawrence Welk and sunning themselves. On this day a tanned bully (5 feet 2 inches and 98 pounds) came along and said, "Hi, Marci baby, how about making some bubbles in the surf?" John grew very red and protested but the big mean bully kicked sand in his eyes and ran off with Marci. John finally got the sand out of his eyes and replied; "Gosh, gee whiz, that fella sure is lucky he isn't in sight or I would take him apart cause I may be small and not too strong and kinda dumb, but I'm a tiger when I get mad."

Name: A. John's drive
B. John's goal as far as Marci was concerned
C. The barrier
D. The evidence of John's anxiety
E. John's defense

UNIT:

GENERAL TOPIC: Application of Behavior Model

OBJECTIVES: I To be able to apply the behavior model to self and others
- A. Career devleopment competencies
- B. Occupational adjustment competencies
- C. Technical competencies

II To be able to apply the behavior model to personal involvements

MATERIALS REQUIRED: Chalkboard

CONTENT

1. Introduce teachers
   - A. Explain team teaching relationship
   - B. Explore mode of operation
     1. Review Paradigm (Behavior Model) continued from previous lesson
     2. Additions to Paradigm (Classification of Defense)
     3. Illustrate application of behavior model using previously assigned problem
     4. Help students with the application of the behavior model to career development and occupational adjustment they encountered within the past ten days.
     5. Use experiences they described in their diary--particularly from questions 5 and 12.
2. Summarizes:
   Explain relationship to technical competencies

TIME ALLOTMENT: one hour

REMARKS: Time allotment was cut to 35 minutes, consequently we were only able to cover the theory and two practical problems. This was not enough time to meet the objectives of implimentation of the Behavior Model.

UNIT:

GENERAL TOPIC: Psychological aspects of the selling job
Application of the "Behavior Model" to a selling situation

OBJECTIVES: As a result of this lesson the student should be able to:

1. Appreciate the role attitude plays in finding satisfactions
2. Develop an awareness of the satisfactions available on a selling job.
3. Objectively analyze personal behavior from different points of view.
4. Appreciate the value of using the behavior model
5. Further self-realization

TIME REQUIRED: (open)

MATERIALS REQUIRED: Film, Projector, Screen, Blackboard, Chalk

REFERENCES: "You've Sold Me, Mrs. Marlow" People to People Series, University of Minnesota, Audio Visual Extension Division

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LEARNING ACTIVITIES	CONTENT
	I. Introduce self
Why bother with this "behavior model?" (So what?) What are some of the values of this model?	II. Establish merit of the behavior model (how it can be or practical personal value) A. Objectively analyze situation (get problem out of mind and onto paper) B. Better understand ourselves (motives, ego, level of aspirations, reactions, etc.) C. Awareness & Appreciation of other viewpoints D. Impose skill in human relations (how we relate to others)
Analyze film using the behavior model from both customer & salesperson viewpoints (look for attitudes & satisfactions or goals)	III. Film
Salesperson Satisfactions available? (goals, levels of aspiration) Customer Work through (analyze) Same motives - similar goals yet different behaviors--Why?	IV. Diagram behaviors Behavior is highly variable not because needs are but because satisfactions or goals are: definite number of ways to satisfy. Each responds differently to the situation because he perceives it in a different way and their perceptions are based partly on the kind of satisfaction that is important to them.
Their goals which they have set up based on their levels of aspiration derived from the way they perceive themselves--their ego.	V. Other uses of this model - anythi involving human behavior VI. Application to problems on the job

UNTT: EXPLORING HUMAN BEHAVIOR

GENERAL TOPIC: Knowledge of the Eight Basic and Nine Secondary Wants

OBJECTIVES: Understand human behavior (Self and others)
  A. Comprehend the eight inherent basic wants
  B. Awaraness of the nine learned secondary wants

TIME REQUIRED: One class period

MATERIALS REQUIRED: Overheads (8 basic needs
9-secondary wants
"Cat Ranch")
Handouts on wants
Examples of each want -- pictures

CONTENT

1. Introduction
    A. Show and tell about the "California Ranching Company"
    B. Question for discussion: What would cause someone to inquire about the cat ranch?
        Answer: Profit - money, chance to get rich
        We call these Drive, Motives, Wants, or Needs
2. On blackboard, explain what Drives, Motives, Wants, or Needs are -- The force behind or activators that make people go after what they want.

    Example:

3. We all have wants or drives
    A. When we are little we want toys, etc.
    B. At 14 years of age we want hamburgers and coke--Why?--Dress or suit--
    C. At 30 - 40 years of age we want steak. Why?
    D. We want companion ship - boy or girl friend, wife or husband.
    E. We want comfort - shoes, chair, bed, etc.
    F. We want security - job, etc.
        (psychology has told us that people have common Drives that help us to understand why people do what they do.)
4. Show and explain cartoon overheads and examples of each want, drive, or motive:
    A. Eight basic wants
        We all have them - universal; and quickly aroused
    B. Nine secondary wants
        Learned

THE EIGHT BASIC WANTS

Human Nature's Common Denominators

Scientists, who have been studying people for a longer time than modern retailing has been practiced, know what people want most of all. These are eight basic wants which most applied psychologists have found to be of greatest importance to selling.

To illustrate how strong certain wants are and the power they have over people, let us consider the following examples:

1. Remember the time your mouth was so dry you could "spit cotten?" You wanted water in the worst kind of way.
2. Or when you were so hungry you could scarcely stand up? Just one piece of bread, please! And never mind the butter.
3. Or the time you wanted to win Sally's favor so badly you spent all of Saturday afternoon running errands for her!
4. Then there was the time the town bully knocked you for a loop, You really wanted to kill him!

	Basic Wants	The appeals which derive from them
1.	FOOD AND DRINK	Enjoyment of appetizing, satisfying food and drink
2.	COMFORT	Comfortable clothes, homes, and surroundings
3.	FREEDOM FROM FEAR AND DANGER	Doing away with fearful, painful, dangerous things.
4.	TO BE SUPERIOR	Winning everyrrace - keeping up with the Joneses.
5.	TO ATTRACT THE OPPOSITE SEX	Companionship, love, and affection of the opposite sex.
6.	SOCIAL APPROVAL	How to win friends and influence people
7.	WELFARE OF LOVED ONES	Provision for the welfare of loved ones.
8.	TO LIVE LONGER	Enjoyment of life--the possibility of living longer

The forces behind these basic wants, the activators which make people go after what they want, are called drives.

The wise salesperson studies these eight basic wants and the drives behind them, and uses them wherever and whenever possible as basic appeals in this selling because:

1. Basic wants are quickly aroused, usually wanted at once.
2. Basic wants are vigorous, strong.
3. Basic wants are practically universal.

NINE LEARNED WANTS

Secondary wants which appear as we grow older

There are other wants we all have. These secondary wants are learned acquired, built up. They develop as we grow older and more experienced and become conscious of our position in the community. For selling some products and services, of course, appeal to these secondary wants can be very effective.

But these secondary wants are not "touched off" as quickly as the Basic Eight. Whereas the latter seem to be inherent, these secondary wants are acquired--we learn to value them. They are generally less dependable as the basis for selling.

Secondary appeals are still necessary or effective, however!

1. For articles that are impersonal, utilitarian, and instrumental, and for which no logical tie with basic appeals can be found.
2. For articles which may not have full social approval and for which the secondary appeal provides a justification (A logical "alibi")
3. As a supplementary means of further increasing the effectiveness of a basic appeal. (Dresses at "Half Price"--a secondary appeal)

Some examples of impersonal, utilitarian articles are plows, buttons, trucks, saws, electric fuses, shoe laces -- articles which for the most part are in the nature of tools. Some of these utilitarian products can be logically related to basic wants, however.

	Secondary Appeals	How they have been used
1.	Bargains	"Make $1 do the work of $3."
2.	Information, education	"Comparison proves the new Hotpoint a great refrigerator to buy."
3.	Cleanliness	"Before and after--see what a difference Clarol shampoo makes?"
4.	Efficiency	"New Mobiloil starts easier! Makes engines cleaner, perform better, etc."
5.	Convenience	"A new instant coffee that tastes as good as your favorite ground coffee."
6.	Dependability, quality	"You can always cound on a Dodge Job-rated truck!"
7.	Economy, profit	"Buy the economy size and save!" "These tires give 33% more wear."
8.	Curiosity	"Don't read this advertisement unless. ."

UNIT: OCCUPATIONAL INFORMATION

GENERAL TOPIC: Job Descriptions of Distributive Occupations

OBJECTIVES: Identify the Performance requirements of distributive jobs

1. Experience
2. Age
3. Education
4. Attitude
5. Skills
6. Understanding
7. Health

TIME REQUIRED: One class period (1 hour)

MATERIALS REQUIRED: Job descriptions presented by panel

REFERENCES: Job descriptions written by panel members composed of the following people:

1. Dave Schroeder (men's Clothing - Variety Store)
2. John Kobe (Hardware - Department Store)
3. Ed Johnson (Wholesale Drugs - Men's Clothing)
4. Jim Stolhanske (Home Furnishings - Men's Clothing)
5. Harriet Shurr (Department Store - Foods)

CONTENT	DESIRED LEARNING OUTCOMES
Panel Discussion Distributive Education coordinators or business men discuss the nature of job requirements. Panel moderator may direct questions to individual panel members or students may direct questions to panel. Each panel member will give a brief resume of his project training	Become familar with performance requirements of distributive jobs

UNIT: JOB SATISFACTION AND NEEDS

GENERAL TOPIC: Comprehend how a satisfied worker has his needs reinforced by his job

OBJECTIVES: As a result of this lesson, the student should:

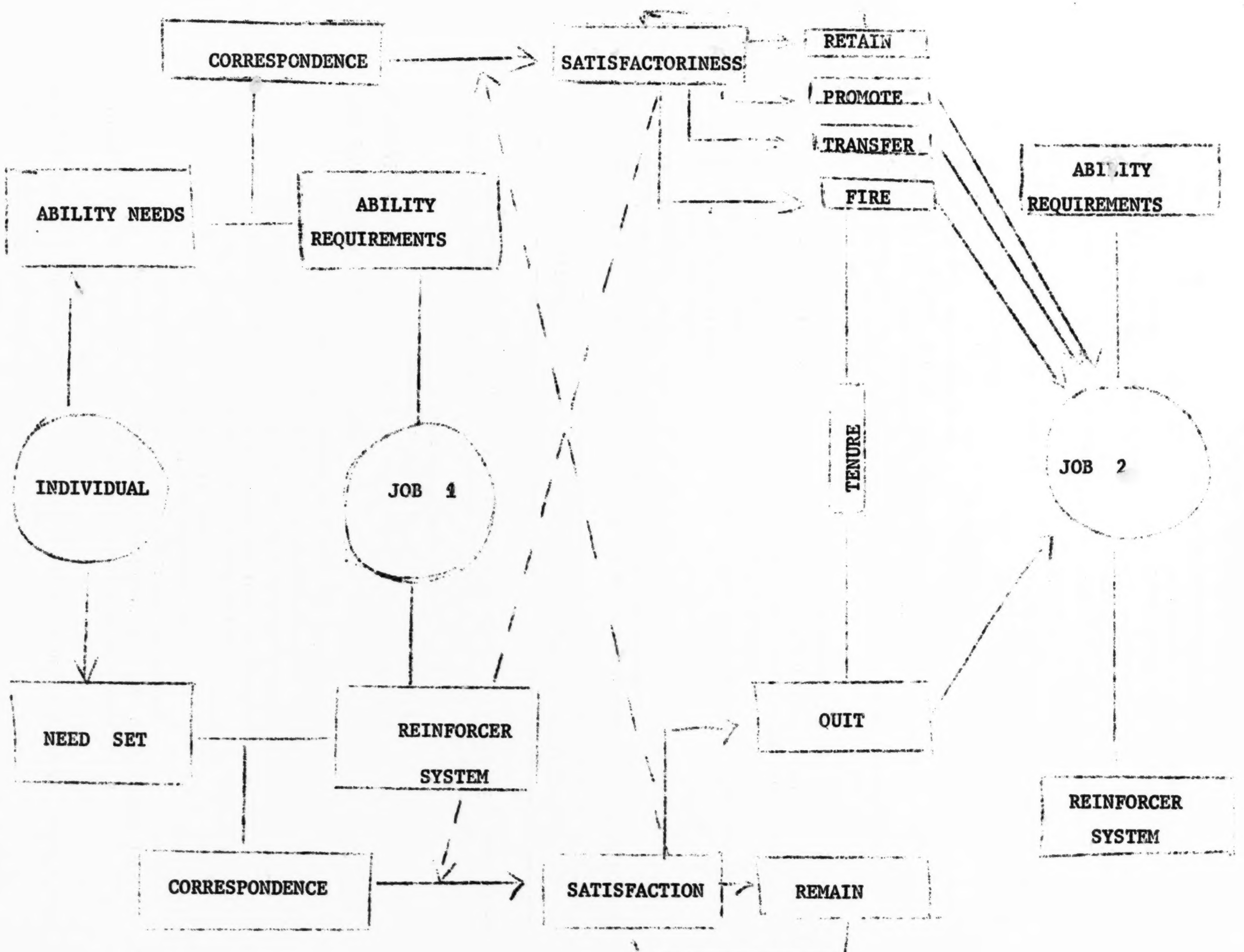
1. Recognize that work adjustment depends on meeting job requirements and satisfactions of needs.
   a. Define ability requirements
   b. Define work adjustment
   c. Define satisfaction and needs
2. Identify his own needs related to work
3. Analyze jobs in terms of potential for satisfying needs
   a. Identify needs and satisfactions of salesman
   b. Identify satisfactions in present job.

TIME REQUIRED: One class period

MATERIALS REQUIRED: Overhead transparencies Norm Sheets
Chalkboard
20 Question MIQ Qwarionnaire

REFERENCES: Dawis, England, Lofquist, A Theory of Work Adjustment, Minnesota Industrial Relations Center, Bulletin 38, Jan. 1964.

CONTENT	LEARNING ACTIVITIES
I. Define Ability Requirements A. Requirements for the job that the employee must meet. 1. good grooming 2. proper attitude 3. moral values 4. promptness 5. ability to sell 6. human relations	I. Have students give job requirements to the teacher (put on the chalkboard)
II. Define Work Adjustment	II. Discuss question: What is work adjustment? A. Use chart from reference to illustrate the theory of work adjustment.
III. Define satisfaction and needs A. Job must provide reinforcement by meeting needs. B. If needs are met, you are satisfied. C. If not, dissatisfied	III. Hand back tests and discuss 20 scales
IV. Identify students needs related to his ideal job	IV. Interpret each students score by interpreting the score on each scale. Compare with norm chart of all students scores
V. Analyze jobs in terms of potential for satisfying needs. A. Identify needs for satisfaction of salesmen B. Identify satisfactions in present job	V. Use chart of all salesmen Students compare tests with this chart.


CORRESPONDENCE
SATISFACTORINESS
RETAIN
PROMOTE
TRANSFER
FIRE
ABILITY NEEDS
ABILITY REQUIREMENTS
ABILITY REQUIREMENTS
TENURE
INDIVIDUAL
JOB 1
JOB 2
NEED SET
REINFORCER SYSTEM
QUIT
REINFORCER SYSTEM
CORRESPONDENCE
SATISFACTION
REMAIN

GENERAL TOPIC: Rating Forms

OBJECTIVES:

1. To understand the purpose of regular on-the-job rating by the employer and that a new employee is on probation during his first months on the job.
2. Employee will realize that all facets of his behavior will constantly be evaluated.
3. Employee will understand that some areas of work behavior are easier to evaluate than others.
4. Employee will become aware that his behavior on the job will be judged by his employer and co-workers.
5. The employee is able to objectively look at his job behavior and rate it accordingly.
6. Acquaint the employee with different types of rating forms used by employers.

MATERIALS REQUIRED:

Overhead	Rating form transparencies
Screen	8 1/2 X 11 paper
Chalkboard	Pencils

LEARNING ACTIVITIES	LEARNING OUTCOMES
Overview and Purpose of various employer's rating forms:	To understand the purpose of regular on-the-job rating by the employer and that a new employee is on probation during his first months on the job.
Have students break into groups and instruct groups to develop a form they feel would best rate employees (have students put themselves in the place of employers.)	The employee will realize that all facets of his behavior will be constantly evaluated.
After groups have had sufficient time to meet, bring back into one group and have discuss the results of the group's work.	
With use of the chalkboard, draw up one form using best ideas agreed upon by class.	
Ask students which areas of employees behavior was the hardest to rate and why.	The employee will understand that some areas of work behavior are easier to evaluate than others.
Discuss areas of behavior most important to the employer.	
Discuss with students how different jobs have different standards of performance. How and why it is easier to rate some jobs as compared to others. (Salesman as opposed to supervisors).	The employee will become aware that his behavior on the job will be judged by his employer and co-workers.

Tell students that their forms will be used (possibly with some modification) to rate themselves while they are on the job.	The employee is able to objectively look at his job behavior and rate it accordingly.
With the use of the overhead projec- to show students various types of rating forms and discuss reasons for rating various areas.	Acquaint the employee with different types of rating forms used by employers.
***NOTE: Duplicate the form the students have prepared and have them rate themselves the next day.	

UNIT: RETAILING

GENERAL TOPIC: Preventing Retail Losses

OBJECTIVES:
- I. From Unit Plan
  - a. Student should obtain an appreciation for his responsibilities to his employer, customers, and co-workers.
  - b. Student should understand the significance of retail profits and losses.
  - c. Student should be able to increase retail profits.
- II. For his daily lesson
  - a. Student should be able to prevent employee errors
    - 1. receipt of merchandise
    - 2. ticketing and pricing merchandise
    - 3. movement of merchandise from receiving room to selling floor.
    - 4. sales & handling of merchandise on selling floor.
    - 5. delivery of merchandise
  - b. The student should understand the significance of theft as a detrement to profit.
    - 1. Employee theft
    - 2. Customer theft

MATERIALS REQUIRED: Audio-Visual Aids (Red Owl Film on shoplifting)
Resource Speakers
1. Mr. Dornefeld of Daytons
2. Jane Preston - Minnesota State Dept.
3. Retail Bureaus
4. Store Managers
5. Juvenile Court Officials--Police

REFERENCES: Retailing Principles and Methods Duncan and Phillips
Retail Security Seminar bulletin

CONTENT

Topical Content Outline	Objectives
A. Prevention of employee errors 1. Receipt of merchandise: double check to be sure that everyting that is paid for is delivered 2. Ticketing merchandise: Be sure merchandise is marked with proper price and department 3. Follow the flow of merchandise from receiving room to various branch stores, departments, and stock rooms to make sure all reach their destination. 4. Sales and handling of merchandise on selling floor. a. operating cash register b. making change c. making charges d. stocking & keeping track of mdse.	A. Student should be able to prevent employee errors
B. Theft in retail stores 1. Employee theft a. Screening applicants b. Reporting co-workers 2. Customer theft a. Worthless checks b. burglaries c. fraudulant use of credit d. shoplifters	B. Student should understand the significance of theft as a detrement to profit.

UNIT: SALESMANSHIP

OBJECTIVES: I. From Unit Plan
- a. Understand the basic steps of retail sale
- b. Be able to demonstrate a successful sales presentation
- c. Understand retail employee sales evaluation techniques

II. For this daily lesson:
- a. Be able to understand "Willmark's" Selling Quotient Builder (S.Q.B.)
  - 1. Analyze in reference to basic steps of a sale
  - 2. Apply in reference to self and other sales personnel
  - 3. Evaluate good and poor employee sales situation
- b. Be able to understand advantages when Using Willmark S.Q.B. rating form
  - 1. To sales personnel
  - 2. To management
  - 3. To firm

MATERIALS REQUIRED: Audio Visual Aids
Film: People to People Series: "You've Sold me, Mrs. Marlow" 16 mm projector
overhead projector
Work materials
use p. 3 of Willmark S.Q.B. handout sheet

REFERENCES: Text: Retailing Principles and Practices 4th ed. p. 170, 482
S.Q.B. Transparancy
Willmark S. Q. B. Brochure
Willmark S. Q. B. Brochure handout sheets p. 2, 3, 4, 5

CONTENT

I. Content Organization
- A. Introduce topic
- B. Explain Willmark S.Q.B. evaluation form (transparency)
- C. Issue to each student Willmark handout sheets
  - 1. Discuss materials
  - 2. Student will discuss personal Willmark rating experience
- D. Show Mrs. Marlow movie
- E. Students evaluate a good and poor sales presentation
  - 1. Students discuss good presentation
  - 2. Students discuss poor presentation
- F. Students apply rating form technique to own sales situation

TIME REQUIRED: One hour

STUDENT ACTIVITIES:
- A. Student sales evaluation in reference to rating form.
- B. Students divided into two groups with a discussion leader--one will rate a good sales presentation and the other a poor sales presentation.
- C. A selected student will discuss own previous Willmark rating experience.

UNIT: SALESMANSHIP PRINCIPLES AND ATTITUDES

GENERAL TOPIC: An analysis of salesmanship principles and the development of proper attitudes toward the customer and toward sales responsibilities.

OBJECTIVES: As a result of this -esson, the student should be able to:

1. Be more familiar with effective sales techniques applicable to the customer's mental buying process.
2. Distinguish between high pressure and professional sales techniques.
3. Recognize the importance and be able to apply product features and customer benefit statements in sales situations.
4. Improve his sales skills and attitudes necessary for sales success.

MATERIALS REQUIRED: Chalkboard Television Monitor Set
Audio-Visual Recorder

TIME REQUIRED: Two class periods

REFERENCES: Chapman, E. N., Your Attitude is Changing, Chicago, Illinois, Science Research Associates, Incorporated, 1966, pp. 1-217.

Ernest, & DaVall, Salesmanship Fundamentals, 3rd Ed., McGraw-Hill, Chicago, Illinois, 1965, pp. 189-287.

METHOD OF INSTRUCTION:

Mr. John Elder, Sales Manager, Bardahl Corporation, presented a one hour sales training meeting on sales principles, customer mental buying processes, and personal characteristics necessary for sales success. The students were instructed to take notes and apply the points of the presentation to their own sales job. Mr. Elder's presentation was video-taped and replayed the following day. During this replay specific questions were asked of the students to review their understanding of the presentation, to secure their reactions to certain sales techniques, and to assist them in better applying the information to their particular job situation and requirements. The attached question sheet with the autio-video recorder stop and start indicators illustrate the location of the discussion portions on the tape. A general reaction discussssion was held at the end of the second hour. It should be pointed out that more discussion time is recommended to thoroughly discuss the tape to preclude false conceptions regarding the sales trainer's method of delivery.

SPECIFIC QUESTIONS:

1. Tape indicators (50-80)

   What point was made by the examples of the different methods of selling a Cadillac to the Mechanical Engineer: the Plumbing Contractors?

2. Tape indicators (105-113)

   In the first 30 seconds, what will the customer decide?

3. Tape indicators (168-187)

   Salesmen make their biggest mistake when they talk about the product itself. Why?

4. Tape indicators (243-266)

   Do buyers buy facts?

5. Tape indicators (266-277)

   Why is listening more important for a salesman than talking in many cases?

6. Tape indicators (290-299)

   How would you create desire for a product that you are now selling?

7. Tape indicators (421-435)

   What is audacity as described in the talk? Why is it so important in selling?

8. Tape indicators (484-508)

   Why is showmanahip so important today in effective salesmanship?

9. What are the five mental buying states a customer must go through either by himself or with the assistance of a salesman?

10. Which of these steps would you say is most important? Would your answer to this question be the same in each selling situation? Why?

GENERAL QUESTIONS:

1. What was your overall reaction to the delivery of the presentation?
2. What sales techniques would be emphasized in specialty selling, industrial selling, retail selling, the selling of tangible products, the selling of intangible products?
3. What specific sales principles or techniques will you be able to best use on your present job?

UNIT: SELF EVALUTION

OBJECTIVES: General Objectives

1. As a result of this lesson, the student should:
    - a. Gain insight into his personal performance in a job situation.
    - b. Be able to use self-evaluation as a tool for self improvement
    - c. Verbalize to the group an understanding of his personal performance in a job and class situation.
    - d. Begin to establish and/or clarify values regarding work.

Specific Objectives

1. Job responsibilities
    - a. To help student understand requirements for job success.
    - b. To help define areas of individual improvement concerning adjustment to physical & technical requirements of the job.
    - c. To make student aware that problems concerning a new job are those experienced by others.
2. Social adjustments
    - a. To help the student better understand and appreciate the social adjustments that he will make on the job.
    - b. To help the student better understand and appreciate the social adjustments that he will make off the job.
3. Personal adjustments

    To help student better understand the personal adjustments that must be made in regard to fellow workers, management, peer groups, and self.

MATERIALS REQUIRED: Audio-Visual Equipment (overhead, Screen, Transparenci
A number of job evaluation forms
A list of questions to stimulate think of students in areas of evaluation (See below)

A. Job Responsibilities

1. What are your job responsibilities? Were they communicated to you clearly?
2. What was your greatest concern regarding the jobs?
3. What do you feel are the basic requirements necessary for success on the job?
4. In light of the above question, how are you suited to this type of job?
5. What did you enjoy the most and liked the least during the first days on your new job?

B. Social Adjustment

1. On the job:
    - a. Do you feel that you have things in common with your co-workers?
    - b. Who do you take your break with? Why?
    - c. Do you feel that you would like to develop a closer friendship with some of your new co-workers?
    - d. How do you feel that your co-workers like you?

2. Off the job.
    - a. How has your relationship with your parents changed since you started this job? (ie. household chores, money?)
    - b. How has your relationship with your close friends changed since you started this job?
    - c. In what ways has your social and recreational life changed since you started this job?

C. Personal Adjustments
1. What are the personal requirements of your job in terms of:
    - A. Appearance
    - b. Clothing
    - c. Personality
2. What personal adjustments are necessary to meet the above requirements?
3. What is your greatest concern regarding these requirements?

CONTENT

LEARNING ACTIVITY	DESIRED LEARNING OUTCOME
NOTE: Instructor presents general objectives to students as an introduction to the lesson.	
1. Pass out list of questions.	1. To help students understand the requirements for job success.
2. Have each student write out answers to questions.	2. To help student realize that he will be evaluated and points evaluated.
3. Use questions as discussion guide (total class)	
4. Break into buzz groups-each group constructing an evaluation form and scoring system.	3. Understand the personal adjustments that must be made for job success.
5. Make a laundry list of evaluation criteria.	
6. Select and combine to construct a workable evaluation form.	

LIFE CAREER GAME

I. Description of the game

The Life Career Game is a simulation of certain features of the American Labor Market, education, marriage, and leisure "markets," based upon extensive analysis of U.S. Census and other national survey data. It is designed to help players understand how these institutions work, to provide practice in making some of the decisions about education, job selection, family life, and use of leisure time that they will have to make in their own later lives; and to provide thought about the nature of the "good life" in our American culture.

II. As a result of playing the Life Career Game, the student should:

1. Be able to make more realistic life decisions
2. Realize the need for career planning.
3. Recognize that chance factors are an influence on life decisions.
4. Develop an awareness of the choices and decisions confronting a high school graduate.
5. Recognize the dependence and interdependence of home,life, education, work, and leisure on life decisions.
6. Be able to formulate generalizations about relationships in life decisions.
7. Recognize the relationship among various actions and probable outcomes.
8. Become aware of the tentative and continuous nature of career planning.
9. Learn about the process of career deicsion making.
10. Become sensitive to one's own values in making career decisions.

III. Source:

The Simulmatics Corporation
16 East 41st Street
New York 17, New York

Price $14.00

UNIT: CAREER GAME

GENERAL TOPIC: Using career game to plan students own career goals

OBJECTIVES:
A. Can identify educational and achievement requirements for given occupational areas.
B. Recognize the continuation of education throughout the life cycle informal and formal.
C. Analyze sources of post-high training.
D. Analyze their own career objectives and how these are obtained.

TIME REQUIRED: From two to four class peiods

MATERIALS REQUIRED:
D.O.T.
Military catalogs
overhead
Handout on family planning
Occupational Outlook Handbook
newspaper for current wants ads
chalkboard

Catalogs:
State Colleges
University
Post-High technical schools
General college
Private-post-high schools
On-the-job training programs within industry
Junior colleges
Private colleges

CONTENT	LEARNING ACTIVITIES
1. Analyze the career game	1. Review of career game completed using discussion method.
2. Relate the career game to each student.	2. Student complete a profile of himself
3. Use of resource material provided in classroom	3. Student plan out his career life as he sees it from his profile. A. Educational Requirements 1. Courses 2. Finances 3. Study time B. Work & Experience requirements C Leisure Activities D. Marriage and family plans
4. Use individual career plans made by students.	4. Small group discussion on their career planning
	5. Hand in for individual help in career planning.

APPENDIX E

CRITICAL REQUIREMENTS
FOR DISTRIBUTIVE EDUCATION
TEACHER-COORDINATORS

CRITICAL REQUIREMENTS FOR DISTRIBUTIVE EDUCATION TEACHER - COORDINATORS*

Harland E. Samson
Distributive Education
The University of Wisconsin

CATEGORY I - EFFECTIVE - Area of STUDENT DISCIPLINE AND CONTROL

1. Reminds students of regulations and of expected behavior in classroom
2. Threatens lowering of grades or course failure to enforce desired behavior or compliance with program regulations.
3. Warns students who violated program policy or who misbehave that they would be dropped from program. 3,4,9
4. Uses ego deflating technique to maintain student control. 4
5. Enforces policy of not working at training station in afternoon if student learner has not been in school that morning. 9
6. Refers students to school office for classroom misbehavior. 4
7. Uses detention or a demerit system to enforce assignments and behavior. 4,
8. Temporarily removes students from training station to improve school work or enforce regulation. 9
9. Maintains school policy by enforcing tardy regulations, study hall passes and other school regulations. 9
10. Drops students from distributive education program for violation of regulations or failure to do passing work. 9
11. Uses a firm personal appeal to keep class orderly. 4
12. Conducts private conferences with students who have conduct violations. 4
13. Conducts conferences with training sponsors, parents, and others on student learner behavior. 3,4
14. Assigns extra homework or other activity for breach of conduct. 4

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*The 127 critical requirements presented here are based on 1,574 critical behaviors collected on 32 Iowa Secondary School Distributive Teacher-Coordinators by Harland E. Samson as a part of a Doctor of Philosophy dissertation titled "Critical Requirements for Distributive Education Teacher-Coordinators" completed at the University of Minnesota, 1964.

CATEGORY I - INEFFECTIVE - Area of STUDENT DISCIPLINE AND CONTROL

1. WARNS AND THREATENS STUDENTS, BUT DOES NOT FOLLOW THROUGH WITH ACTION OF ANY KIND.* (see note below)
2. Gives extra work or written assignments to students who do not participate in class functions or who have poor classroom behavior.
3. Berates class or individual students in class for breaches of desired conduct.
4. Follows an illogical and inconsistent pattern of discipline or control.
5. Reduces students grade for violation of program policy or personal misbehavior.
6. Makes no effort, ignores or takes no positive action to maintain discipline in class.
7. Is unable to control emotions and may use profanity to attempt control of students.
8. Threatens suspension or expulsion from program for a variety of disciplinary causes.
9. Exhibits certain mannerisms or actions when class gets out of control.
10. Sends students out of class to school office for classroom misbehavior.
11. Allows students to get too far out of hand and then is unable to effectively regain control.

CATEGORY II - EFFECTIVE - Area of DIRECTION OF CLUB PROGRAM AND PROJECTS

1. ASSISTS STUDENTS IN DECA PROJECTS AND ACTIVELY AIDS AND TRAINS THEM IN PREPARATION FOR CONTESTS. 7
2. PROVIDES SUGGESTIONS FOR FUND RAISING ACTIVITIES AND HELPS STUDENTS CARRY OUT PROJECTS . 7
3. Exercises personal control over some club activities and forcibly directs students' participation in some functions. 7,4
4. Assists in the club's organization and administration, but allows students to make operational decisions. 7
5. Promotes the club program and its activities through banquets, blazers, recognition events and all school involvement. 7, 10
6. Builds enthusiasm for state leadership conference and takes care of necessary details for students' attendance. 7

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* Critical requirements carried in all capital letters are those which are based on one per cent or more of the total behaviors (1,574) used for this study. Nineteen of the one hundred and twenty-seven critical requirements are based on one per cent or more of the behaviors.

7. Informs students of conduct expected at leadership conference and enforces compliance. 7,4

8. Enters into club meetings and social activities as leader and participant. 7,9

CATEGORY II - INEFFECTIVE - Area of DIRECTION OF CLUB PROGRAM AND PROJECTS

1. Gives time and attention to favored students even to the point of over-ridin club member's own wishes.

2. Suggests and encourages club fund raising projects, but does not follow thr with support or help in any way.

3. Shows a disregard for students' feelings and interests, and for his own responsibility as a sponsor.

4. Is undependable and irresponsible in use and management of club's money.

5. Follows erratic and improper practices in the administration and supervision of the club program.

6. Does not or is unable to provide information and assistance to students on state D. E. contests.

7. Does not provide students with adequate preparation time for leadership contests or club activites.

8. Provides no stimulus or leadership in the organization or operation of the club program.

CATEGORY III - EFFECTIVE - Area of ADMINISTRATION AND OPERATION OF PROGRAM

1. Works independently and with state supervisor and school officials to develop suitable procedures and policies for program operation.

2. Uses D. E. club and students as means of presenting information and promoting distributive education. 10

3. Works closely with Chamber of Commerce, civic groups, stores and advisory c mittees to pursue projects and activities which will help promote distributive education.

4. Organizes, participates and involves students and school personnel in employer-employee functions such as banquets and breakfasts. 10

5. Establishes policy of student not working in afternoon if he was absent from school in morning then counsels with those concerned and enforces it. 9

6. Uses slides, talks, school paper, and panel discussions to describe and promote D.E. to prospective students and others in high school, junior high school, summer classes and open houses. 1

7. Works closely with school administrators and faculty to build understanding and appreciation of distributive education. 10, 1

8. Releases from program students who lose jobs, are dishonest, become pregnant, are failing or violate program policy. 9

9. Exerts effort to obtain classroom facilities. 6

CATEGORY III - INEFFECTIVE - Area of ADMINISTRATION AND OPERATION OF PROGRAM

1. Does not follow accepted school procedures, attempts to have rules changed or ignores professional responsibility to distributive education.

2. Releases students who are not employed from program or has them stay in school with no apparent effort to locate training stations for them.

3. Is too busy or doesn't take time to adequately counsel with interested students or assist students in program activities.

CATEGORY IV - EFFECTIVE - Area of INSTRUCTIONAL ACTIVITIES

1. COUNSELS WITH STUDENTS AND PROVIDES INDIVIDUAL HELP ON PROBLEMS CONNECTED WITH JOBS, TRAINING SPONSORS, OR OTHER RELATED ACTIONS. 3

2. GIVES SPECIAL TRAINING TO INDIVIDUAL STUDENTS, BUILDING UP SKILLS IN NECESSARY AREAS AND PROVIDING SUGGESTIONS ON HOW TO IMPROVE CLASSWORK. 6

3. CONDUCTS INDIVIDUAL CONFERENCES WITH STUDENTS ON THEIR PERSONAL PROBLEMS OR BEHAVIORS (GROOMING, PERSONALITY, ATTITUDE, ETC.) 4

4. COUNSELS WITH STUDENTS ON EDUCATIONAL PLANS, ENCOURAGES THEM TO CONTINUE THEIR EDUCATION AND NOT TO DROP OUT. ASSISTS IN DEVELOPING APPROPRIATE CLASS SCHEDULE. 1

5. USES A VARIETY OF TEACHING DEVICES AND TECHNIQUES SUCH AS PROJECTS, CASE PROBLEMS, TELE-TRAINER, MOVIES AND REPORTS. 6

6. WORKS WITH ENTIRE CLASS ON JOB ORIENTATION. JOB PROBLEMS AND TECHNICAL CONTENT, USES SUGGESTIONS FROM TRAINING STATIONS AND DEMONSTRATES TECHNIQUE TO CLASS. 6

7. Allows students to assist in the planning and carrying out of in-classroom study and has students help each other on projects and problems. Uses students' experience as a basis for class study. 6

8. Explains to students employer's rating sheets and the grading system then counsels with students when employers' ratings have been made. 6

9. Counsels with students who are inattentive or not doing well in D.E. and other classes and tries to help them improve. 4

10. Provides interesting lectures and gives clear and understandable explanations.

11. Arranges field trips to business firms and other establishements which can provide information appropriate to subject being studied. 6

12. Obtains and uses individual study manuals, work sheets, and merchandise manuals for job study and research. 6

13. Gives hard but appropriate assignments and expects them to be completed promptly and properly. 6,3,4

14. Impresses students with importance of work, especially in D.E. and keeps them busy in class on worthwhile assignments. 6

15. Uses resource people from community and from school for special units of study such as advertising, credit, store layout and parliamentary procedure. 6

16. Has students prepare displays at school, giving suggestions and help in planning and building the display. 6, 10

17. Gives different types of tests, reviews before testing and goes over completed tests with students. 6

18. Selects a variety of topics and units for class study and discussion. 6

19. Has students give sales talks and demonstrations in class and provides suggestions for improvement. 6, 3,4

20. Uses illustrations, examples and relates personal experiences to get points across in class. 6

21. Varies and revises grading procedure, explains it to students and discusses grades with students. 6

22. Has students use a variety of reference sources for help on course work and projects. 6

23. Invites students to talk over problems and is willing to do so at any time.

24. Reviews and discusses personal grooming, and social skills. 4,6

25. Adjusts assignments and examinations to fit students' schedules. 9

CATEGORY IV - INEFFECTIVE - Area of INSTRUCTIONAL ACTIVITIES

1. GIVES HEAVY, SHORT NOTICE ASSIGNMENTS WITH LITTLE OR NO WARNING WHEN PROJECTS WILL BE CALLED FOR, FAVORS CERTAIN STUDENTS, NEEDLESSLY INTERRUPTS STUDENTS WHO ARE WORKING, OVERLOOKS NEEDS OF STUDENTS AND IS INCONSISTENT IN CLASSROOM PROCEDURE GENERALLY.

2. Makes assignments, announces tests or schedules activities, but doesn't follow through with plans fails, to check work, keeps putting things off or forgets entirely about what was assigned or planned.

3. Uses poorly conceived tests, administers the tests in such a way that students easily cheat and gives them at times when students are not apt to do well on them.

4. Covers material in class not related to D.E. and which has no connection with subject of the course.

5. Conducts little or no class discussion, and what is done is shallow and poorly handled.

6. Makes errors and is not entirely honest in grading or in relations with students.

7. Comes to class unprepared, unorganized and does not seem to get much accomplished in class.

8. Talks or lectures all class period and has no discussion or question time.

9. Argues with students, criticizes their ideas, embarrasses them and shows anger when students question assignments.

10. Gives assignments which are vague and instructions on how to do things are not clear or understandable and will not repeat or clarify.

11. Is unable to counsel effectively and students must take initiative when counseling is needed.

12. Attempts to cover too much material or gives so much work that students are often confused.

13. Provides content and instruction in class that doesn't help student on the job.

14. Uses same techniques day after day and makes no effort to get class working together as a group.

CATEGORY V - EFFECTIVE - Area of COORDINATION

1. WORKS WITH TRAINING STATIONS TO DEVELOP SUITABLE WORK ASSIGNMENTS, TO REVISE WORK SCHEDULES AND TO CARRY OUT SPECIAL LEARNING PROJECTS. 5, 3

2. TALKS WITH EMPLOYER OR TRAINING SPONSOR ABOUT STUDENTS' DEFICIENCIES OR JOB PROBLEMS. 4

3. MEETS WITH EMPLOYERS OR TRAINING SPONSORS AND DISCUSSES DISAGREEMENTS ON HOURS AND PAY, AND THE BEHAVIORS AND RELATIONSHIPS OF STUDENTS AND PERSONNEL AT TRAINING STATIONS. 5,3

4. PROMPTLY REASSIGNS STUDENTS TO DIFFERENT TRAINING STATIONS WHEN STUDENTS LOSE JOBS OR WHEN OTHER CIRCUMSTANCES INDICATE DESIRABILITY OF JOB CHANGE. 2,9

5. REGULARLY AND FREQUENTLY VISITS STUDENTS ON THE JOB INQUIRING HOW THEY ARE GETTING ALONG, PROVIDING SUGGESTIONS ON WORK AND SHOWING INTEREST IN STUDENTS' ACTIVITIES ON JOB. 3,6

6. CHECKS ON POTENTIAL D.E. STUDENTS THEN EXPLAINS HOW THE PROGRAM WORKS AND WHAT THEY SHOULD DO TO PREPARE FOR ENTRANCE INTO D.E. THEIR SENIOR YEAR. 1

7. Makes personal visits to businesses to secure their cooperation as potential training stations and obtains jobs for students. 2

8. Discusses with students their job problems and makes suggestions on how to handle situations or how to improve. 3

9. Works closely with guidance staff and involves faculty and advisory committee in selection of students. 1

10. Arranges special work assignments for students who aren't employed at regular training stations. 6,3,4

11. Provides suggestions on where student might find a job and refers them to possible training stations. 2

12. Sets up interviews for students at training stations and allows students to decide which training station they will work. 2

13. Helps students get off work to attend school functions or other activities. 5?

14. Provides employer with information on student employment and advises them of the characteristics and abilities of students. 2

CATEGORY V - INEFFECTIVE - Area of COORDINATION

1. Seldom if ever calls at the training station or visits with the training sponsor.

2. Makes no effort to find suitable training stations for students.

3. Is unable to reach agreement with employers as to hours, job problems, grades, or other aspects of the typical training agreement.

4. Ignores or does not follow up employer's requests or suggestions.

5. Visits some training stations much more frequently than others and does not discuss pertinent or appropriate matters while at firm.

6. Does not follow through on promises or statements made to students.

7. Attempts to tell businessmen how to operate their business and is inconsiderate of their position.

CATEGORY VI - EFFECTIVE - Area of PERSONAL AND PROFESSIONAL RELATIONSHIPS

1. WORKS CLOSELY WITH OTHER STAFF MEMBERS OF THE SCHOOL REFERRING STUDENTS TO APPROPRIATE STAFF FOR HELP - ACCEPTS AND FOLLOWS THROUGH ON SUGGESTIONS FROM STAFF. 3,4

2. HELPS ARRANGE STUDENT PARTIES AND ACTIVELY PARTICIPATES IN SUCH AFFAIRS.

3. Is respectful of students, businesslike, but friendly with a good sense of humor. 6, 10

4. Takes time to talk to students; shows a sincere interest in them, their problems and what they do. 4

5. Deals understandingly with students and their problems - evidences concern over their behavior. 4

6. Willingly helps students as much as he can. 4,3,6

7. Lets students know they have certain obligations and responsibilities. 4

CATEGORY VI - INEFFECTIVE - Area of PERSONAL AND PROFESSIONAL RELATIONSHIPS

1. FAVORS CERTAIN STUDENTS, ALLOWS SPECIAL PRIVILEGES, GIVES SOME STUDENTS EXTRA ATTENTION, AND CONSTANTLY REFERS TO THEIR ACCOMPLISHMENTS AND ACHIEVEMENTS.

2. Belittles students, speaks disparagingly about them and refuses to show concern for their feelings.

3. Uses blunt and outspoken language and becomes obviously emotional over petty classroom annoyances.

4. Is unable to achieve desired results in working with other staff members.

5. Arrives at class late and fails to keep appointments with students.

6, Has certain outside business activity such as selling which is pursued at the expense of the program.

7. Likes to brag and talk about himself and refuses to see other people's point of view.